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Sumner School District Professional Teaching & Learning Standards

ABC

★ Classroom Culture

★ Instructional Skill



★ Professional Expectations





Mission

We believe it is our responsibility to ensure the best education for all of our students.
We believe in success for students and staff every day.

Sumner School District ... A Learning Organization

We, as Sumner School District employees, believe that

- We are all teachers and learners, all the time, in every situation
- We teach to learn
- Continuous learning results in high performing organizations and individuals
- High performing organizations and individuals are built by a cycle of learning, assessment feedback, reflection, and re-learning
- Learning occurs best in a collegial environment
- High expectations combined with high support result in high achievement for all
- We are more powerful collectively than we are individually
- Working collaboratively and focusing on student outcomes guide the improvement of our practice
- We are all empowered to craft our own professional self-improvement
- We are members of an organization for which there are defined standards of excellence towards which we all strive

Original Evaluation Committee 2000-2001

Karen Fulmer	Erin LaVerdiere
Michelle Olsen	Jerry Turner
Jenny Holmstrom	Sarah Briehl
Donna Hinckley	Chris Wick
Craig Spencer	

School Board

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Administration

Dr. Donald Eismann, <i>Superintendent</i>	Marilouise Peterson, <i>Human Resources</i>
William Noland, <i>Deputy Superintendent</i>	Margo Stewart, <i>Business Services</i>
Craig Spencer, <i>Curriculum, Instruction & Assessment</i>	





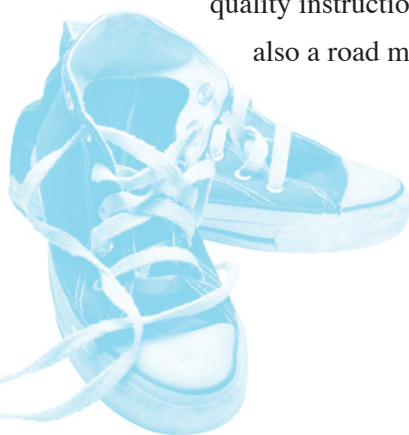
Introduction

In October 2000 a joint Sumner Education Association and District committee began exploring teacher evaluation models that were consistent with education reform. Traditional evaluation tools were administrator directed and offered a “one size fits all” methodology with little connection to professional development or individual goal setting. The committee saw a need for a differentiated system to address specific career stages; one that allowed for teacher reflection, collaboration, growth over time, and clear descriptors of quality instruction. Over the course of the 2000-01 school year, the committee developed a document containing standards of professional development to support teachers in increasing professional capacity to improve student learning. It should be noted that these teaching and learning standards are not part of the formal evaluation process.

The committee began with background study of Charlotte Danielson’s works on professional practice, new documents being developed in neighboring districts, and national research on excellent teaching. Danielson’s texts were especially helpful and reinforced what all classroom teachers intuitively know: teaching is amazingly complex. Because of its complexity, “...it is helpful to have a road map through the territory, structured around a shared understanding of teaching” (*Enhancing Professional Practice*, pg. 2). Our “road map” is a continuum of teaching and learning standards to provide a common language as to what constitutes good teaching practice and to facilitate professional conversations between teachers and administrators and among teachers themselves.

The teaching standards organize teachers’ work into three primary strands: instructional skill, classroom culture, and professional expectations. This facilitates connection and purpose between and among sub-tasks and helps focus goal setting. The four levels of performance allow teachers to evaluate themselves, assess strengths and weaknesses, set goals, and celebrate success.

In April 2005, a revision of this document was completed to reflect the changes in Professional Certification. This document acts as a textbook for Professional Certification candidates as it so well captures the vision of quality instruction in the Sumner School District. These teaching and learning standards are also a road map for all staff as a continuum to reflect about and hone their teaching craft.

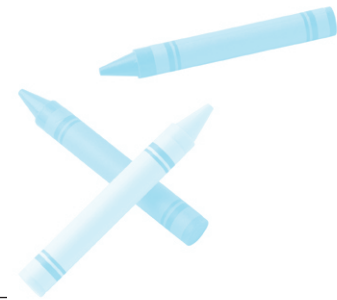




Classroom Culture: Classroom Environment

Meets Standard

- Teachers/students can arrange the room to advance the purposes for learning.
- Interactions are consistent and appropriate to student culture, gender and developmental level.
- Creates and maintains a student-centered learning environment that fosters a sense of belonging, acceptance, and ownership.
- Conveys enthusiasm for what is being taught.
- Maintains a safe learning environment, both physically and emotionally.
- Teacher/student and student/student interactions are friendly and demonstrate mutual warmth, caring respect, and humor.
- Students contribute individually and as group members to a positive, safe, and supportive learning environment.
- Students demonstrate cultural competence in their learning and interactions with others.
- Students receive individually-directed specific feedback that promotes an equitable and inclusive learning environment.
- Students demonstrate through their active participation and pride in their work that they value the importance of what is being taught.
- Students and teacher work in partnership to maintain a physically and emotionally safe classroom environment.
- Students use democratic procedures and consistently show consideration for the rights of others.
- Students listen to all group members and participate in a collaborative learning community that values each learner.



Does Not Meet Minimum Standard

- Seldom attempts to create and maintain a student-centered learning environment that fosters a sense of belonging, acceptance and ownership.
- Teacher and/or students convey a negative attitude toward what is being taught, suggesting that it is not important or is mandated by others.
- Teacher does not consider room arrangement to accommodate learning activities.
- Teacher allows the learning environment to be unsafe either physically or emotionally.
- Teacher/student or student/student interactions are negative, demeaning, sarcastic, or inappropriate.
- Students exhibit disrespect for staff.
- Teacher interactions demean students based on their culture, gender, or developmental level.
- Does not encourage students to use democratic procedures or show consideration for the rights of others.

Approaches Standard

- Attempts to create and maintain a student-centered learning environment that fosters a sense of belonging, acceptance and ownership.
- Teacher communicates importance of what is being taught but with inconsistent conviction and buy-in from students.
- Teacher arranges room to accommodate some lessons but with limited effectiveness.
- Teacher attempts to maintain a safe learning environment, both physically and emotionally.
- Teacher/student and student/student interactions generally demonstrate warmth, caring and respect.
- Students exhibit minimal and/or varying degrees of respect for staff.
- Interactions are usually appropriate to student culture, gender, and developmental level.
- Begins to assist students in the use of democratic procedures and in showing consideration for the rights of others.



Classroom Culture: Student Management

Meets Standard

- Teacher holds students accountable for academic and social behavior with fair and appropriate consequences.
- Teacher recognizes conditions that may lead to disciplinary problems.
- Teacher solves classroom discipline issues with the appropriate level of intervention and respect.
- Teacher organizes tasks for work groups and individuals and manages activities well so most students are engaged at all times.
- Expectations for behavior are posted and printed and student behavior reflects both understanding and value for those expectations.
- Students positively respond to teacher suggestions and corrections in order to make adjustments to behavior.
- Students and teacher collaborate to create a classroom with few or no disciplinary disruptions.
- Teacher and student response to behavior is appropriate, successful, and demonstrates respect.
- Tasks for work groups and individuals are organized so that students are engaged and assume responsibility for productivity.
- Students display skills needed to take leadership role in some part of collaborative work.
- Students feel they have a voice in the creation of expectations and see the place of these expectations in their learning.
- Students assume responsibility for behavior and take pride in their academic and social success.

Does Not Meet Minimum Standard

- Expectations are not clear to students.
- Students are not held accountable, with appropriate consequences, for academic and social behavior.
- Consequences for student behavior are not applied fairly and/or appropriately.
- Teacher is unaware of and/or does not respond to discipline problems.
- Teacher response to student behavior is seldom appropriate, successful, or respectful.
- Teacher does not solve classroom discipline issues with appropriate level of intervention.
- Students are often off task because tasks for work groups are frequently unorganized and activities are poorly managed.

Approaches Standard

- Expectations for behavior are introduced but may not be consistently communicated.
- Accountability for academic and social behavior inconsistently enforced.
- Responds to but doesn't anticipate conditions that lead to discipline problems.
- Teacher response to student behavior is usually appropriate, successful, and demonstrates respect for the student.
- Teacher respectfully attempts to solve class discipline issues at the appropriate level of intervention.
- Tasks for work groups and individuals are sometimes disorganized so students are off task.





Classroom Culture: Classroom Procedures

Meets Standard

- Teacher teaches classroom procedures and school routines.
- Students efficiently perform classroom routines (attendance, lunch counts, handling materials and supplies) with little loss of instructional time.
- Teacher and students smoothly transition from one activity to another with little loss of instructional time.
- Teacher appropriately guides and assists volunteers and paraprofessionals to ensure that they contribute directly to increasing student achievement.
- Teacher and students utilize classroom procedures and expectations that are consistent with building wide policy.
- Teacher and students effectively and efficiently manage classroom procedures, routines and transitions.
- Teacher spends very little time managing classroom procedures.
- Classroom procedures and expectations promote democratic principals and students easily transfer that to the larger community.

Does Not Meet Minimum Standard

- Does not teach classroom procedures and school routines.
- No systems in place for performing classroom routines (attendance, lunch counts, handling materials and supplies) resulting in significant loss of instructional time.
- Transitions from one activity to another lead to excessive loss of instructional time.
- Does not guide or properly assist volunteers and paraprofessionals to ensure that they contribute to the classroom environment.
- Classroom procedures are counterproductive to building wide policy.

Approaches Standard

- Inconsistently teaches classroom procedures and school routines.
- Inefficient systems in place for performing classroom routines (attendance, lunch counts, handling materials and supplies) resulting in loss of instructional time.
- Transitions from one activity to another are sometimes disorganized which leads to a loss of instructional time.
- Begins to guide and assist volunteers and paraprofessionals to ensure that they contribute to the classroom environment.
- Some classroom procedures and expectations are inconsistent with building wide policy.

ABC



Instructional Skill: Lesson Plan and Preparation

Meets Standard

- Aligns instructional goals with EALRs, GLEs, district learner goals, content standards or district adopted curriculum.
- Clearly communicates learning objectives for each lesson.
- Organizes and structures lessons in a logical sequence.
- Plans integrated instruction using content, guiding questions, themes, thinking skills and SCAN skills (workplace applications).
- Builds a connection between student experience and new learning.
- Uses multiple resources, including technology, to plan and design instruction.
- Students of all cultural backgrounds connect their experiences to new learning.
- Students can articulate the required learning targets. They know what is needed to move to the next level of performance. Students show sequential improvement through assessment data.
- Students are aware of, and consistently use, resources for assistance, remediation, acceleration, or enrichment, as appropriate.
- Students articulate how new learning builds on their prior knowledge and individual needs.
- Students understand the importance of their learning and why it is useful to them.
- Makes connections between classroom curriculum and its relevance to work and life skills.
- Provides appropriate curricular accommodations for gifted students and those with special learning or physical needs.
- Involves students in the planning of learning experiences when appropriate.
- Consults with other teachers, administrators, counselors, or specialists, when appropriate, in lesson design.
- Demonstrates thorough content knowledge throughout lesson plan.
- Designs and/or adapts challenging curriculum that is based on the diverse needs of each student.
- Students are aware of how their learning materials either do or do not reflect respect for people of all backgrounds.
- Advocates for curriculum, instructions, and learning environments that meet the diverse needs of each student.
- Students engage in high-level thinking skills, demonstrating a variety of strategies to analyze information and solve problems.
- Students reflect on their thinking strategies, communicate what strategies worked well and what strategies did not, and adjust as necessary.

Does Not Meet Minimum Standard

- Does not use district adopted curriculum.
- Lesson objectives seldom communicated to students.
- Lessons are frequently disorganized.
- Plans are frequently disorganized.
- Provides few or poor connections with student experience and new learning.
- Makes infrequent connections between student experience and new learning.
- Makes few or inappropriate accommodations.
- Involves students infrequently or inappropriately when planning learning experiences.
- Does not consult others when needed.
- Frequent errors in content.

Approaches Standard

- Instruction is not always clearly aligned with EALRs or district learner goals.
- Learning objectives usually communicated to students.
- Lessons sometimes organized in a logical sequence.
- Attempts to make connections with student experience and new learning.
- Uses a few resources and limited technology to plan lesson instruction.
- Makes limited connections between classroom curriculum and its relevance to work and life skills.
- Attempts to make accommodations.
- Sometimes involves students in planning learning experiences when appropriate.
- Sometimes consults others.
- Demonstrates incomplete content knowledge.





Instructional Skill: Instructional Practice

Meets Standard

- Uses a wide variety of active processing strategies, including cooperative learning, questioning strategies, and multiple intelligences that show positive impact on student learning.
- Makes use of available technology as a tool to deliver and facilitate instruction.
- Uses multiple resources to enhance instruction.
- Gives clear directions and explains procedures with an appropriate level of detail.
- Uses clear and correct spoken and written language appropriate to student levels.
- Uses a variety of flexible groupings to deliver instruction and meet individual needs.
- Allows students to assist with selecting learning activities when appropriate.
- Students engage in making learning choices; pursue knowledge on their own; and work cooperatively or independently to develop, research, and complete learning tasks of their own design.
- Students actively engage in tasks that are meaningful, reflect their own life experiences, and are directly related to the learning targets.
- Incorporates thinking skills and behaviors into course content.
- Modifies instruction and determines pacing based on student needs.
- Students experience pedagogy congruent with the diversity in the classroom.
- Students use a variety of technological skills and select technologies appropriate to instructional and assessment tasks.
- Students use technology as a tool to enhance learning, increase personal productivity, and foster self-expression.
- Students learn and demonstrate the responsible and ethical use of technology.
- Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire.
- Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives.
- Students engage in a variety of learning tasks, such as direct, indirect, cooperative, and independent. Students know how to articulate, demonstrate, and apply the appropriate skills and strategies to be successful in each type of learning task.



Does Not Meet Minimum Standard

- Relies extensively on lecture and/or seat work as instructional strategies.
- Does not use available technology to deliver and facilitate instruction.
- Unaware of resources to enhance instruction.
- Does not give clear direction or explain procedures.
- Spoken and written language is unclear or may contain grammatical errors and vocabulary inappropriate to student's level.
- Organizes instruction primarily for whole class grouping.
- Directs instruction with little student choice.
- Does not use or is unaware of thinking skills and behaviors.

Approaches Standard

- Begins to use a variety of active processing strategies, including cooperative learning, questioning strategies, and multiple intelligences.
- Begins to use available technology as a tool to deliver and facilitate instruction.
- Begins to use a variety of available resources.
- Most directions and explanations are clear.
- Although spoken and written language is usually clear and correct, vocabulary is not appropriate to student's level.
- Uses limited ability or other instructional groupings.
- Begins to provide students with opportunities for selecting learning activities when appropriate.
- Begins to use graphic organizers and other tools to teach thinking skills and behaviors.



Instructional Skill: Assessment

Meets Standard

- Monitors student learning appropriately by using multiple assessment tools including: continuums, rubrics, scales, observations, checklists, performance assessments, and objective tests.
- Uses individual, school, and district assessment data to monitor and improve current instruction and plan future learning.
- Facilitates student involvement in the evaluation process through goal setting, reflection, and self-assessment.
- Uses assessments consistently to document and measure student growth over time on identified learning requirements.
- Uses assessments to provide ongoing feedback to students and parents regarding student achievement.
- Provides appropriate assessment accommodations for gifted students and others with special learning or physical needs.
- Uses technology to analyze and interpret assessment data.
- Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing, students can articulate what worked, what did not, and what they need to do differently next time.
- Students keep and review with their teacher records of their learning progress to identify their own specific needs for growth.
- Students regularly use their work to examine and reflect on their achievement of learning targets.
- Students set individual goals and outline the steps required to reach those goals.
- Develops multiple assessment tools that are congruent with both instructional content and process goals.
- Serves as a staff resource in the area of assessment, helping others use individual, school and district assessment data to monitor and improve their instruction and plan future learning.
- Students contribute to the development of assessment criteria and standards.
- Students take ownership of their evaluation by initiating goal setting, reflection, and self-assessment to document their growth over time.
- Teacher designs authentic assessments with real world applications that motivate students.
- Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets.
- Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable.
- Students create and use scoring criteria to assess their own and others' work.
- Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work.
- Students are regularly assessed during instruction to monitor their understanding. Timely adjustments to instruction are made as necessary.

Does Not Meet Minimum Standard

- Relies on a single test method or observation to evaluate students.
- Does not use individual, school and district assessment data to monitor and improve current instruction and plan future learning.
- Does not involve students in the evaluation process.
- Does not use assessments to document and measure student growth over time.
- Does not use assessment or provide feedback to students and parents regarding student achievement.
- Seldom makes accommodations for gifted students and those with special learning or physical needs.

Approaches Standard

- Evaluates students, using a few assessment tools.
- Uses some individual, school and district assessment data to monitor and improve current instruction and plan future learning.
- Begins to include students in the evaluation process through goal setting, reflection, and self-assessment.
- Assessments are at end of units but do not guide future instruction or show student growth over time.
- Begins to use assessments as the basis for feedback to students and parents regarding student achievement.
- Sometimes makes accommodations for gifted students and those with special learning or physical needs.





Professional Expectations: Professional Growth & Responsibility

Meets Standard

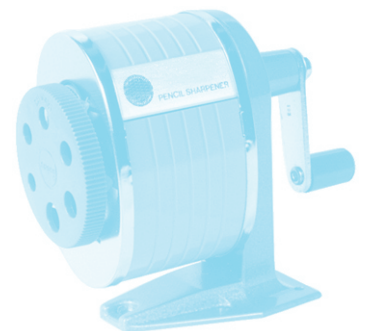
- Keeps current with professional practices and seeks opportunities for professional development to enhance content knowledge and teaching skill.
- Identifies, assesses, and evaluates strengths and weaknesses and establishes goals for professional improvement.
- Designs and implements personal professional development.
- Abides by state statutes, rules, regulations, and district policies.
- Acts according to the professional code of conduct and ethics.
- Seeks a collaborative relationship with building coach to enhance professional growth.
- Engages in reflective analysis of feedback.
- Seeks and receives feedback from a variety of sources, including colleagues, students, parents, and administrators.
- Provides professional support to and seeks support from colleagues by discussing problems, sharing ideas, giving/receiving feedback, and respecting/accepting various viewpoints to ensure all students learn.
- Responds appropriately to constructive criticism and demonstrates willingness to implement reasonable suggestions for improvement made by peers or administrator.
- Participates in school/district events and projects that take place during the school day.

Does Not Meet Minimum Standard

- Does not keep current with professional practice nor seek opportunities for professional development.
- Unable to identify strengths and weaknesses.
- Does not design or implement a personal professional growth plan.
- Inconsistently applies statutes, rules, regulations, district policies and does not act according to the professional code of ethics.
- Does not have a working relationship with building coach.

Approaches Standard

- Seeks opportunities for professional development that are sometimes unrelated to content knowledge and teaching skill.
- Has difficulty identifying strengths and weaknesses and as a result, engages in professional development unrelated to areas of need.
- Attempts to design and implement personal professional growth program.
- Usually applies statutes, rules, regulations, and district policies.
- Occasionally seeks support from the building coach.





Professional Expectations: Communication

Meets Standard

- Uses a range of methods to gather, record, and report information on student progress to parents regularly.
- Students participate in communication with parents and in decision-making about their learning progress and assessment data.
- Teacher uses research data on traditionally under-served populations (racial, ethnic, low SES, ESL) to collaborate with families to determine specific learning and assessment requirements for students.
- Regularly communicates with parents about instructional program, the learning process of their child, identifying strengths and areas needing improvement.
- Communicates students' progress toward building, district, and state goals.
- Responds to parent questions and concerns in an appropriate and timely manner.
- Uses available technology to communicate, access and respond to building/district information when appropriate.
- Uses effective systems to form family partnerships in order to support student learning, frequently and regularly.
- Addresses the barriers to successful family involvement.
- Solicits feedback from families about the effectiveness of his/her teaching.

Does Not Meet Minimum Standard

- Ineffective communication leaves parents unaware of the instructional program and student's progress toward building, district and state goals.
- Does not respond to parent questions and concerns in an appropriate and timely manner.
- Does not seek support from colleagues or implement suggestions that would promote greater student success.
- Unresponsive to constructive criticism and unwilling to implement reasonable suggestions for improvement.
- Does not use available technology to communicate, access or respond to building/district information.
- Fails to respond in a timely manner to reasonable request from administration.

Approaches Standard

- There is evidence of communication, however parents are unclear about instructional program and students' progress toward building, district and state goals.
- Usually responds to parent questions and concerns in an appropriate and timely manner.
- Provides and seeks support from colleagues, although finds it difficult to implement changes that ensure student success.
- Responds to constructive criticism, but finds it difficult to implement reasonable suggestions for improvement.
- Attempts to use available technology to communicate, access and respond to building/district information when appropriate.





Professional Expectations: Professional Contribution

Meets Standard

- Works collaboratively with other staff members as part of an effective team.
- Participates in school's improvement and refinement of curriculum/instruction practices with the goal of improving student performance.
- Advocates for curriculum, instruction, and learning environments that meet the diverse needs of each student to improve learning.
- Uses performance data and research of best practice to participate in collegial efforts to improve student learning.
- Honors school-wide and building/team agreements and expectations in support of school improvement efforts.
- Contributes to the learning environment of the building.

Does Not Meet Minimum Standard

- Does not participate in school/district committees, events, and projects that take place during the school day.
- Does not work collaboratively with other staff members.
- Classroom practices are contrary to schools' improvement goals.

Approaches Standard

- Occasionally participates in school/district committees, events, and projects that take place during the school day.
- Participates as a team member, but lacks collaborative skills.
- Participates in school improvement goals, but classroom practice does not always reflect a commitment to continuous improvement.
- Does not consistently contribute to and abide by building and team decisions.





Exceeds Standards

Instructional Skill

Teachers at this level are master teachers and understand the consequences of their decisions and instruction. Teachers make a thoughtful and accurate assessment of each lesson's effectiveness and the extent to which it achieved learning goals, reflecting on alternative courses of action. Learning activities are highly relevant to students and their instructional goals.

Instruction produces a unified whole and reflects recent research. All materials support the instructional goals. Instructional goals are valuable and the teacher can clearly articulate how they relate to curriculum frameworks and standards.

These teachers continually reflect on their practice and pedagogy, using their insight to monitor their effectiveness in the classroom and make necessary refinements. Their classrooms operate at qualitatively different level, resulting in a community of learners. Students are highly motivated, engaged and assume considerable responsibility for their own learning.

Teachers develop multiple assessment tools that are congruent with both instructional content and process goals. These designs include authentic assessments with real world applications that motivate students. Students contribute to the development of assessment criterion and standards. Students take ownership of their evaluation by initiating goal setting, reflection, and self-assessment to document their growth over time. Serves as a staff resource in the area of assessment, helping others use individual, school and district assessment data to monitor and improve their instruction and plan future learning.

Classroom Culture

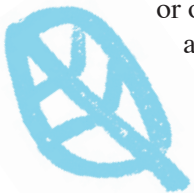
Students maintain a learning environment that fosters a sense of belonging, acceptance and ownership; that is safe. Students demonstrate through their active participation and pride in their work that they value the importance of what is being taught. Interactions demonstrate a high level of mutual respect. Students use democratic procedures and consideration for the rights of others.

Student behavior reflects both understanding and value for classroom expectations. Students assumed responsibility for their behavior and take pride in their academic and social successes. Students and teacher response to behavior is appropriate, successful and demonstrate respect. Students assume responsibility for productivity.

Students effectively and efficiently manage classroom procedures, routines and transitions. Volunteers and paraprofessionals contribute directly to increasing student achievements. Classroom procedures and expectations promote democratic principles and students easily transfer that to the larger community.

Professional Expectations

Teachers at this level are master teachers and make a contribution to the field, both inside and outside their school. They may be involved in the following kinds of activities: organizing school-wide activities and projects, speaking at community functions, teaching demonstration lessons, writing for professional journals, mentoring new teachers, belonging and participating in professional organizations, presenting at conferences, facilitating workshops, serving as a consultant for curriculum development impacting instruction beyond the classroom, utilizing the community or other resources beyond the school/district to enhance instruction, earning National Board Certification, authoring curriculum and/or developing innovative programs.





Professional Growth Plan

Criterion:

Strengths in this area:
Challenges in this area:
What is the critical question?
What specific new learning will you need?
Goal:

Evidence of Success: How will you know you have reached your goal? (i.e., impact on student learning)

Action Plan		
Activities (including conducting research)	Resources Needed (People, Courses, Books, Etc.)	Projected Start Date/End Date



Professional Certification Standards

A successful candidate for the teacher professional certificate shall demonstrate:

I. The knowledge and skills for effective teaching which ensure student learning by:

- (a) Using instructional strategies that make learning meaningful and show positive impact on student learning;
- (b) Using a variety of assessment strategies and data to monitor and improve instruction;
- (c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment;
- (d) Designing and/or adapting challenging curriculum that is based on the diverse needs to each student;
- (e) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members;
- (f) Integrating technology into instruction and assessment; and
- (g) Informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.

II. The knowledge and skills for professional development by:

- (a) Evaluating the effects of his/her teaching through feedback and reflection;
- (b) Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities; and
- (c) Remaining current in subject area(s), theories, practice, research and ethical practice.

III. Professional contributions to the improvement of the school, community, and the profession by:

- (a) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student; and
- (b) Participating collaboratively in school improvement activities and contributing to collegial decision-making.





Quality Evidence

1. What will my *students* be able to do as the deliberate result of my teaching?
(What criterion are you targeting)?
2. How will I know they can do this?
(What specific actions will your students display)?
3. What indicators in their work or behavior show they can do this ?
(As they engage in the learning experience, how will they show they have the skill set)?
4. How will I verify this is happening?
(What form of evidence will best demonstrate this)?



Three Forms of Evidence

1. Observation
2. Artifacts
3. Guiding Questions
(The questions each entry has you address)

Elements of Quality Evidence

(See definitions below)

CLEAR	<ul style="list-style-type: none"> • Covers ALL criterion required; goals are ALIGNED with standards • Examples of LEARNING are aligned with stated GOALS • No confusion about methods or teaching strategies used
CONSISTENT	<ul style="list-style-type: none"> • Demonstrates the standards happening OVER TIME • Significant evidence MATCHES documentation • No unanswered questions
CONVINCING (Credible)	<ul style="list-style-type: none"> • The STUDENT VOICE is used to demonstrate • Must demonstrate that more than one student, in fact ALL STUDENTS have those opportunities • Demonstrates that standards met occur in MORE THAN ONE CONTEXT or applied in different ways • Sufficient evidence if presented and explained

OVERTIME = happens as a regular part of the students' learning experience

STUDENT VOICE = students describe in their own words

ALL STUDENTS = evidence that everyone in the class has this opportunity

MULTIPLE CONTEXTS or **Ways of Application** = students have many opportunities for doing this

C. Kim-Draft
Adapted from Marilyn Simpson, PhD. Oct 2003
and Linda Miller NBCT May 2003



Evidence Gathering

- a) Evidence of the criterion is intended to be clear, credible, and convincing.
- b) The criterion are intended to **demonstrate the capacity to provide** the stated learning opportunities to all students – not that all students are so engaged. However, the evidence should show as a component that the students are so engaged, and there should be a plan for reaching students not evidenced as being engaged.
- c) Gathering evidence that the described learning opportunities are taking place should be accomplished in the natural flow of the classroom day. Gathering evidence is not difficult **IF** the described learning is taking place routinely.
- d) Planning Evidence:

Pivotal questions to ask yourself:

- 1) What student behaviors will the evidence need to demonstrate?
- 2) I will know they can do this when they ? (*what specific actions will your students display?*)
- 3) The indicators in their work or behaviors that this is happening? (*they will show they can apply these learning behaviors in what content learning? What will that look like?*)
- 4) I will verify this is happening by? (*the form of evidence that will best demonstrate this*)

Forms of Evidence:

Direct Observation Allows the assessor of the evidence to directly see or hear the students engaged in the behaviors described in the criterion.	Artifacts Allows the assessor of the evidence to be convinced that the students are engaged in the behaviors described in the criterion.	Answering Guiding Questions Allows the assessor to be convinced that the teacher has the capacity to provide the learning experiences when committee determines it cannot be demonstrated.
Audio tape of students Video tape of students Principal observation Peer observation Mentor observation Supervisor observation	Student journal entries Written student reflections Examples of student work Written student testimonials Student surveys	Teacher reflection Principal interview Supervisor interview Mentor/peer interview Unit or lesson plans

Direct Observation: Clearly the most valued evidence is direct observation of the students describing and demonstrating that they are engaged in the learning experience.

Artifacts: Artifacts of student work can also be powerful evidence when accompanied by a teacher’s reflective analysis of the artifact and how the learning experiences in the criterion are being demonstrated through the artifact.

Guiding Questions: Answering guiding questions reflect the skills and knowledge to provide the described learning opportunity in the criterion. These can be used to demonstrate that the teacher has the capacity to provide the learning opportunities described. The guiding questions must accompany evidence and they provide the prompts for teacher reflection.



Sumner School District Student Goals

As developing citizens for the 21st Century, Sumner students will understand that learning is a dynamic process reflected throughout one's life. Students will develop the knowledge, skills and attitudes and master essential content areas to be:

Collaborative Workers
Community Contributors
Complex Thinkers
Effective Communicators
Knowledgeable People
Quality Producers
Self-Directed Learners

With the achievement of these goals, our students will have the foundation for living a balanced and healthy life, succeeding in the workplace, and contributing as members of a society.

District Belief Statements

These statements reflect what we in the Sumner School District believe to be true about our learning community:

- Learning is a life-long process.
- Education is a dynamic, cooperative process shared by students, parents, educators and the community.
- All people need to experience success.
- Diversity enhances the richness of the learning environment.
- All people can and want to learn.
- People support, value and respect what they help create.
- People have dignity and worth which need to be affirmed in an environment that is safe, respectful, and creates a sense of belonging.
- All people benefit from a variety of learning opportunities that stretch them to develop their full range of abilities and create a sense of balance in their lives.

Guiding Principles of Learning



Learning should be an active process that demands full student participation. Students need to make choices, accept responsibility, and become self-directed.



Learning should be both an individual and a cooperative venture, where students work at their own pace and performance levels and also have opportunities to work with other students on solving problems.



Learning should be goal-oriented and connected to the real world so that students understand the application of what they learn in school to their lives and communities.



Learning should be personalized to allow students, with their teachers, to set learning goals that are realistic and attainable yet challenging and pertinent to their future aspirations.



Learning should be documentable, diagnostic, and reflective, providing continuous feedback to students and parents to encourage students and to train them in self-evaluation. Ongoing assessment is a tool to develop further teaching and learning strategies.



Learning should be in a comfortable and attractive physical environment and in an atmosphere of support and respect, where students are affirmed and valued and where mistakes are analyzed constructively as a natural step in the acquisition of knowledge and understanding.



Learning should be diverse in content, delivery, assessment, and settings to provide opportunity for growth in a natural, lifelike environment.

