

Newton Public Schools

Evidence Brainstorm Template (optional)

Unit A Educator

Intent:

- All educators who will receive a Summative Evaluation at the end of the year **may** use this form to prepare for their evaluation conference with his/her evaluator.
- The form is intended to be an optional tool to help the conversation be more efficient and can be used in an ongoing basis to assist you.
- Evaluators will not be requesting the production of binders/portfolios of evidence.

Use:

- The educator may brainstorm a few examples of evidence for each standard.
- The educator and evaluator will talk about a sampling of these examples.
- An evaluator may ask to see a few of the examples if he/she has further questions.

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding. Assessment results are used to develop differentiated and enhanced learning experiences and improve future instruction.

Indicator I-C. Analysis: Analyzes data from assessments individually and collaboratively. Draws conclusions and shares them appropriately with colleagues and students. Collaborates with colleagues and students to determine practices that will improve student learning.

Counseling Only:

Indicator I-D. Systemic Planning and Delivery: Promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

<i>Examples of Evidence:</i>	
1.	
2.	
3.	
4.	

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Standard II: Teaching All Students. *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, language, family, social class, strengths, and challenges are respected.

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Counseling Only:

Indicator II-E Student Services: Helps all students become college and career ready through academic, career, and post-secondary planning and knowledge-building that promotes equity and access; provides responsive services and supports transitions to reduce barriers that impact student achievement.

<i>Examples of Evidence:</i>	
1.	
2.	
3.	
4.	

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Standard III: Family and Community Engagement. *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance

Examples of Evidence:

1.	
2.	
3.	
4.	

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Standard IV: Professional Culture. *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision-making, and takes an active role in school improvement planning.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

Examples of Evidence:

1.	
2.	
3.	
4.	