APPENDIX D: EVIDENCE COLLECTION EXAMPLES

What follows are examples identified by the Parties as categories of evidence*. Evidence collected by educators or evaluators is in no way limited to the examples provided in this appendix.

Examples from Possible Categories of Evidence

Practice:

1. Unannounced observations of practice.

2. Announced observations of practice.

3. Examination of educator work products.

4. Examination of student work samples.

5. Observations of interactions and contributions to grade level or content area teams.

6. Observations of interaction and contributions to school or districts committees.

7. Observations of interaction and contributions to professional development activities.

Learning:

1. MCAS Student Growth Percentile (SGP) data

2. District-determined measures of student learning outcomes

3. Measures of student progress and/or achievement toward student learning goals

4. Other measure(s) discussed by the educator and evaluator may include but not be limited

   to individual, grade level and/or content area teams, or whole school metrics such as;
   a. Grading patterns
   b. Course taking patterns – for guidance counselors
   c. Promotion, retention and/or graduation rates
   d. Behavioral reports – appropriate to the educator's role.
   e. Performance on Advance Placement, SAT, PSAT, ACT, ASVAB and other standardized measures

Engagement / Professional Culture:

1. Teachers and SISP Educators:
   a. Evidence of active outreach and on-going engagement with families.
   b. Participation in parent-teacher conferences.
   c. Participation in IEP or 504 Plan conferences.
   d. Communications with parents/caregivers via phone calls, meetings, email, etc.
   e. Notification to parents/caregivers about student successes and/or areas of concern.
   f. Assistance to parents/caregivers about homework or other guidance in assisting their child(ren).
   g. Other evidence of impact or actions taken appropriate to the role and responsibility of the educator.

APPENDIX D: EVIDENCE COLLECTION EXAMPLES

2. Educators may use any combination of the following as evidence of their contributions to professional culture:
   a. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessment, peer collaboration, professional development linked to goals and educator plans; contributions to the school community and professional culture.
   b. Participating actively in grade level or subject teams.
   c. Conducting model lessons within the classroom.
   d. Producing materials, lessons or activities resulting from district/school professional development.
   e. Developing curriculum materials.
   f. Creating/leading a parent engagement program.
   g. Serving on a school or district committee.
   h. Attending professional association conferences and meetings.
   i. Serving in a leadership capacity for professional organizations.
   j. Serving on DESE advisory committees.
   k. Supervising a student teacher or administrative intern.
   l. Advising student groups.
   m. Providing professional development programs.
   n. Other evidence of impact or actions taken appropriate to the role and responsibility of the educator.

ADDITIONAL EXAMPLES OF EVIDENCE BY STANDARD: *TEACHERS*

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.*

- Unit subject matter content and/or skills
- Lesson or Unit Plan Goals
- Standards-based units of instruction
- Lesson Plans
- Measureable outcomes for students
- Teacher-developed assessments
- Examples of assessments used
- Scoring guides/rubrics
- Student work samples
- Student data analysis
- Lessons/units amended based on data analysis
- Team-developed instructional work product

- Analysis of student learning needs
- Grade level or subject team collaboration
- Tiered/differentiated lessons/units
- Tiered/differentiated assessments
- Methods for engaging all students
- Posted behavioral norms
- Photographs of instructional space
- Videotapes of student engagement
- Homework assignments
- Communications to students about work
- Grading practices

APPENDIX D: EVIDENCE COLLECTION EXAMPLES

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.*

- Unit subject matter content and/or skills
- Lesson or Unit Plan Goals
- Standards-based units of instruction
- Lesson Plans
- Measureable outcomes for students
- Teacher-developed assessments
- Examples of assessments used
- Scoring guides/rubrics
- Student work samples
- Student data analysis
- Lessons/units amended based on data analysis
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- Grade level or subject team collaboration
- Tiered/differentiated lessons/units
- Tiered/differentiated assessments
- Methods for engaging all students
- Posted behavioral norms
- Photographs of instructional space
- Videotapes of student engagement
- Homework assignments
- Communications to students about work
- Grading practices

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.*

- Outreach activities to families
- Parent-teacher conference participation
- RTI, IEP or 504 Plan conference participation
- Communication with families via phone calls, emails, meetings

- Assistance to families about homework
- Notification to families about student performance/behavior
- Feedback from parents/families
- College/financial aid program development

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

- Professional development program/graduate work completion
- PD program/course work products
- Grade or subject team participation
- Model lesson/counseling session educator
- Curriculum development examples
- Parent engagement program development
- School or district committee service

- Student teacher supervisor
- Mentor/Instructional Coach
- Professional development program leader
- Instructional Coach -school activity advisor/coach
- Behavioral referrals
- Paper work completion
- Attendance rate

*Adapted from the Massachusetts Teachers' Association (MTA) Evaluation Toolkit

APPENDIX D: EVIDENCE COLLECTION EXAMPLES

ADDITIONAL EXAMPLES OF EVIDENCE BY STANDARD: *SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL*

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.*

• Treatment Plan • Lesson or Treatment Plan Goals • Lesson Plans • Developmental benchmarks • Measureable outcomes for students • Educator-developed assessments • Examples of assessments used • Scoring guides/rubrics • Student work samples • Student data analysis • Lessons/units amended based on data analysis • Team-developed instructional work product	• Analysis of student learning needs • Grade level or subject team collaboration • Tiered/differentiated lessons/units • Tiered/differentiated assessments • Methods for engaging all students • Posted behavioral norms • Photographs of instructional / treatment space • Videotapes of student engagement • Homework assignments • Communications to students about work • Grading practices

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.*

• Lesson or Treatment Plan Goals • Lesson Plans • Developmental benchmarks • Measureable outcomes for students • Educator-developed assessments • Examples of assessments used • Scoring guides/rubrics • Student work samples • Student data analysis • Lessons/units amended based on data analysis • Team-developed instructional work products	• Analysis of student learning needs • Grade level or subject team collaboration • Tiered/differentiated lessons/units • Tiered/differentiated assessments • Methods for engaging all students • Posted behavioral norms • Photographs of instructional / treatment space • Videotapes of student engagement • Homework assignments • Communications to students about work • Grading practices

*Adapted from the Massachusetts Teachers' Association (MTA) Evaluation Toolkit

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.*	
• Outreach activities to families • Parent-teacher conference participation • RTI, IEP or 504 Plan conference participation • Communication with families via phone calls, emails, meetings •	• Assistance to families about homework • Notification to families about student performance/behavior • Feedback from parents/families • College/financial aid program development
Standard IV: Professional Culture. *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*	
• Professional development program/graduate work completion • PD program/course work products • Grade or subject team participation • Model lesson/counseling session educator • Curriculum development examples • Parent engagement program development • School or district committee service	• Student teacher supervisor • Mentor/Instructional Coach • Professional development program leader • Instructional Coach -school activity advisor/coach • Behavioral referrals • Paper work completion • Attendance rate

*Adapted from the Massachusetts Teachers' Association (MTA) Evaluation Toolkit