Improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.         EDUCATOR PERFORMANCE RTING ON STANDARD:       Exemplary       Proficient       Investi functional operational operatinde operational operational operational operat	PROFESSIONAL PRACTICE WORKS	HEET WITH E	VIDENCE – TEAC	HERS		
The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering subretitic and meaninghi student assessments, analyzing student performance and growth data, using his data to improve instruction, providing students with constructive feedback on an ongoing basis, and confinuously refring learning objectives.  EDUCATOR PERFORMANCE RATING ON STANDARD:  Exemplary  PORFIGENT News 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  construit of well simulation and designs effective and rigorous standards-based units of instruction  and more students learn, and designs effective aud. These agood grasp of child development  and now students learn, and designs effective aud. These agood grasp of child development  and more students learn, and designs effective aud.  ASSESSIMENT: Uses a variety of informal and formal methods of assessments to measure student  learning crowth, and understanding to develop differentiated and enhanced learning experiences and  improve instruction.  ANLYSIS: Analyzes data from assessments, draws conclusions, and shares them appropriately.  POSSIBLE EVIDENCE - check those that are used.  Correl weight of assessments and advective and advective advective agains and advective advective agains and students  analysis of students learning and students  analysis of students learning and advective advective agains and shares them appropriately.  POSSIBLE EVIDENCE - check those that are used.  Correl weight of assessments  advective advective advective advective agains and weight of advective a	Educator Name/Title:	Date:	School Y	/ear:		
EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)           CURRICULUM AND PLANNING: Knows the subject matter well, has a good grasp of child development and new students learn, and designs office/two and figurous standards based units of instruction consisting of wells informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve hurse instruction.           ANALYSIS: Analyzes data form assessments, draws conclusions, and shares them appropriately.         POSSIBLE EVIDENCE - check those that are used.						
CURRECLUM AND FLANNING: Knows the subject mater well, has a good grasp of child development and how curves is pain, and designs effective and rigorous standards based units of instruction consisting of well-structured tessions with measurable outcomes.           ASSESSMENT: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced tearning experiences and improve future instruction.           ANALYSIS: Analyzes data form assessments, draws conclusions, and shares them appropriately.           POSIBLE EVIDENCE - check those that are used.           Unit subject matter content and/or skills         Grade leavel or subject matter content and/or skills           Lesson or lun Plan Goals         Grade leavel or subject matter content and/or skills           Measuable outcomes for students         Period differentiated assessments           Measuable outcomes for students         Period behavioral homes           Standard-based units of instruction         Teredefibrentiated assessments           Student data analysis         Communications to students           Student data analysis         Communications to students about work           Lesson fully and on a differentiated assessments.         StraNDARD I: Teaching All Students           Methods for engaging all students through instructional practices that establish high expectations, create a sale and effective classroom environment, and demonstrate cultural proficiency.           EDUCATOR PERFORMANCE RATING ON STANDARD         Exempl	EDUCATOR PERFORMANCE RATING ON STANDARD:   Exemplary	Proficient	Needs Improvemen	t 🗆 Unsatisfactory		
and how students learn, and designe effective and rigorous standards-based units of instruction consisting of weil-structured learning structured in examples of assessments to measure student learning growth, and unlestanding to develop differentiated and enhanced learning experiences and improve hutue instructurion.  ANALYSIS: Analyzes data from assessments, draws conclusions, and shares them appropriately.  POSSIBLE EVIDENCE - check those that are used.  Lesson or Unit Plan Goals Cardel evel or subject team confloation Lesson or Unit Plan Goals Cardel evel or subject team confloations Lesson or Unit Plan Goals Lesson Plans Lesson Pl	EVIDENCE PROVIDED TO SUP	PORT RATING (b	riefly describe)			
Isaming, growth, and undersianding to develop differentiated and enhanced learning experiences and            ANALYSIS: Analyzes data from assessments, draws conclusions, and shares them appropriately.            POSSIBLE EVIDENCE - check those that are used.            Unit subject matter content and/or skills            Standards-based units of instruction            Based units of instruction            Thereddifferentiated assessments            Measurable outcomes for students            Teacher developed assessments            Student work samples            Student work samples            Student data analysis            Team-developed assessments            Student data analysis            Team-developed instructional work products            Student data analysis            Team-developed assessments            Student data analysis            Team-developed instructional work products            Budent data analysis            Tea	and how students learn, and designs effective and rigorous standards-base					
POSSIBLE EVIDENCE - check those that are used.         Unit subject matter content and/or skills       Analysis of student learning needs         Lesson or Unit Plan Goals       Grade level or subject team collaboration         Standards-based units of instruction       Tiered/differentiated assessments         Measurable outcomes for students       Methods for angaing all students         Examples of assessments used       Photographs of instructional space         Scoring guides/tubrics       Videotapes of student sangagement         Student data analysis       Communications to students about work         Lessons/units amended based on data analysis       Grading practices         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.         EDUCATOR PERFORMANCE RATING ON STANDARD:       Exemplary       Proficient       Needs Improvement       Unsatisfactory         EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)       INSTRUCTION: Uses instructional practices that effect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interest, and levels or subject team collaboration         LEARNING ENVIRONMENT: Creates and maintains a safe and collaborative learning styles, needs       EXPENCIENCY: Check those that are used.         ULUTURAL PROFICIENCY: Actively	learning, growth, and understanding to develop differentiated and enhance					
□ Unit subject matter content and/or skills       □ Analysis of student learning needs         □ Lesson or Unit Plan Goals       □ Grade level or subject team collaboration         □ Standards-based units of instruction       □ Ticred/differentiated dessons/units         □ Lesson Plans       □ Ticred/differentiated dessons/units         □ Lesson Plans       □ Ticred/differentiated dessons/units         □ Kandards-based units of instructional space       □ Photographs of instructional space         □ Standards-based units of instructional space       □ Videotapes of student spagement         □ Student work samples       □ Photographs of instructional space         □ Student work samples       □ Communications to students about work         □ Lessons/units amended based on data analysis       □ Grading practices         □ Team-developed instructional work products       O ther:	ANALYSIS: Analyzes data from assessments, draws conclusions, and shar	es them appropriately	1.			
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.         EDUCATOR PERFORMANCE RATING ON STANDARD:       Exemplary       Proficient       Needs Improvement       Unsatisfactory         EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)         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.         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.         CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.         EXPECTATIONS: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.         POSSIBLE EVIDENCE - check those that are used.         Unit subject matter content and/or skills       Grade level or subject team collaboration         Standards-based units of instruction       Tiered/differentiated assessments         Measurable outcomes for students       Postographs of instructional space         Student work samples       Videotapes of students         Reacher-developed assessments       <	<ul> <li>Unit subject matter content and/or skills</li> <li>Lesson or Unit Plan Goals</li> <li>Standards-based units of instruction</li> <li>Lesson Plans</li> <li>Measurable outcomes for students</li> <li>Teacher-developed assessments</li> <li>Examples of assessments used</li> <li>Scoring guides/rubrics</li> <li>Student work samples</li> <li>Student data analysis</li> <li>Lessons/units amended based on data analysis</li> </ul>	<ul> <li>Grade level or s</li> <li>Tiered/different</li> <li>Tiered/different</li> <li>Methods for en</li> <li>Posted behavio</li> <li>Photographs of</li> <li>Videotapes of s</li> <li>Homework assis</li> <li>Communication</li> <li>Grading practic</li> </ul>	ubject team collaboration iated lessons/units iated assessments gaging all students ral norms instructional space student engagement gnments s to students about work			
EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)         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.         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.         CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.         EXPECTATIONS: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.         POSSIBLE EVIDENCE - check those that are used.         Unit subject matter content and/or skills       Analysis of student learning needs         Esson or Unit Plan Goals       Grade level or subject team collaboration         Standards-based units of instruction       Tiered/differentiated lessons/units         Measurable outcomes for students       Posted behavioral norms         Measurable outcomes for students       Posted behavioral norms         Examples of assessments used       Photographs of instructional space         Scoring guides/rubrics       Videotapes of student analysis         Student work samples       Homework assignments         Student work samples       Grading practices	The teacher promotes the learning and growth of all students through instructional practices that establish high expectations,					
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.         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.         CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.         EXPECTATIONS: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.         POSSIBLE EVIDENCE - check those that are used.         Unit subject matter content and/or skills       Analysis of student learning needs         Lesson or Unit Plan Goals       Grade level or subject team collaboration         Standards-based units of instruction       Tiered/differentiated lessons/units         Measurable outcomes for students       Methods for engaging all students         Feacher-developed assessments       Posted behavioral norms         Examples of assessments used       Photographs of instructional space         Student work samples       Videotapes of students engagement         Student work samples       Communications to students about work			•	t 🗆 Unsatisfactory		
of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.         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.         CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.         EXPECTATIONS: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.         POSSIBLE EVIDENCE - check those that are used.         Unit subject matter content and/or skills       Analysis of student learning needs         Lesson or Unit Plan Goals       Grade level or subject team collaboration         Standards-based units of instruction       Tiered/differentiated lessons/units         Measurable outcomes for students       Methods for engaging all students         Reasurable outcomes for students       Posted behavioral norms         Examples of assessments used       Photographs of instructional space         Student work samples       Homework assignments         Student work samples       Communications to student analysis						
motivates students to take academic risks, challenge themselves, and claim ownership of their learning.         CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.         EXPECTATIONS: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.         POSSIBLE EVIDENCE - check those that are used.         Unit subject matter content and/or skills       Analysis of student learning needs         Lesson or Unit Plan Goals       Grade level or subject team collaboration         Standards-based units of instruction       Tiered/differentiated lessons/units         Measurable outcomes for students       Methods for engaging all students         Teacher-developed assessments       Posted behavioral norms         Examples of assessments used       Photographs of instructional space         Student work samples       Homework assignments         Student work samples       Grading practices	of effort and work; engage all students; and are personalized to accommod					
backgrounds, identities, strengths, and challenges are respected.         EXPECTATIONS: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.         POSSIBLE EVIDENCE - check those that are used.         Unit subject matter content and/or skills       Analysis of student learning needs         Lesson or Unit Plan Goals       Grade level or subject team collaboration         Standards-based units of instruction       Tiered/differentiated lessons/units         Lesson Plans       Tiered/differentiated assessments         Measurable outcomes for students       Posted behavioral norms         Examples of assessments used       Photographs of instructional space         Student work samples       Videotapes of student engagement         Student work samples       Communications to students about work         Exsons/units amended based on data analysis       Grading practices						
knowledge accessible for all students. <b>POSSIBLE EVIDENCE - check those that are used.</b> Unit subject matter content and/or skills       Analysis of student learning needs         Lesson or Unit Plan Goals       Grade level or subject team collaboration         Standards-based units of instruction       Tiered/differentiated lessons/units         Lesson Plans       Tiered/differentiated assessments         Measurable outcomes for students       Methods for engaging all students         Teacher-developed assessments       Posted behavioral norms         Examples of assessments used       Photographs of instructional space         Student work samples       Homework assignments         Student data analysis       Communications to students about work         Lessons/units amended based on data analysis       Grading practices						
Unit subject matter content and/or skillsAnalysis of student learning needsLesson or Unit Plan GoalsGrade level or subject team collaborationStandards-based units of instructionTiered/differentiated lessons/unitsLesson PlansTiered/differentiated assessmentsMeasurable outcomes for studentsMethods for engaging all studentsTeacher-developed assessmentsPosted behavioral normsExamples of assessments usedPhotographs of instructional spaceStudent work samplesHomework assignmentsStudent data analysisCommunications to students about workLessons/units amended based on data analysisGrading practices		pectations and also m	ake			
□ Team-developed instructional work products □ Other:	<ul> <li>Unit subject matter content and/or skills</li> <li>Lesson or Unit Plan Goals</li> <li>Standards-based units of instruction</li> <li>Lesson Plans</li> <li>Measurable outcomes for students</li> <li>Teacher-developed assessments</li> <li>Examples of assessments used</li> <li>Scoring guides/rubrics</li> <li>Student work samples</li> <li>Student data analysis</li> <li>Lessons/units amended based on data analysis</li> </ul>	<ul> <li>Grade level or s</li> <li>Tiered/different</li> <li>Tiered/different</li> <li>Methods for en</li> <li>Posted behavio</li> <li>Photographs of</li> <li>Videotapes of s</li> <li>Homework assis</li> <li>Communication</li> <li>Grading practic</li> </ul>	ubject team collaboration iated lessons/units iated assessments gaging all students ral norms instructional space student engagement gnments s to students about work			

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.						
EDUCATOR PERFORMANCE RATING ON STANDARD:   Exemplary	Proficient	□ Needs I	Improvement	□ Unsatisfactory		
EVIDENCE PROVIDED TO SUPPO	ORT RATING (	oriefly desc	cribe)			
<b>ENGAGEMENT:</b> Welcomes and encourages every family to become active pa and school community.	rticipants in the cla	assroom				
<b>COLLABORATION:</b> Collaborates with families to create and implement strates learning and development both at home and at school.	gies for supporting	student				
<b>COMMUNICATION:</b> Engages in regular, two-way, and culturally proficient con about student learning and performance.	nmunication with f	amilies				
POSSIBLE EVIDENCE – check those that are used.         Outreach activities to families         Parent-teacher conference participation         RTI, IEP or 504 Plan conference participation         Communication with families via phone calls, emails, meetings	Outreach activities to families       Image: Notification to families about student performance/behavior         Parent-teacher conference participation       Image: Notification to families about student performance/behavior         RTI, IEP or 504 Plan conference participation       Image: College/financial aid program development         Communication with families via phone cells       Image: College/financial aid program development					
STANDARD IV: Profe The teacher promotes the learning and growth of all students throug			. skilled. and c	ollaborative practice.		
EDUCATOR PERFORMANCE RATING ON STANDARD:   Exemplary	Proficient		Improvement	□ Unsatisfactory		
EVIDENCE PROVIDED TO SUPPO	ORT RATING (	oriefly desc	cribe)			
<b>REFLECTION:</b> Demonstrates the capacity to reflect on and improve the edu informal means as well as meetings with teams and work groups to gather in examine issues, set meaningful goals, and develop new approaches in order learning.	nformation, analyz	e data,				
<b>PROFESSIONAL GROWTH:</b> Actively pursues professional development and improve quality of practice or build the expertise and experience to assume leadership roles.						
COLLABORATION: Collaborates effectively with colleagues on a wide range of	of tasks.					
<b>DECISION-MAKING:</b> Becomes involved in schoolwide decision making, and school improvement planning.	takes an active role	e in				
SHARED RESPONSIBILITY: Shares responsibility for the performance of all s	students within the	school.				
<b>PROFESSIONAL RESPONSIBILITIES:</b> Is ethical and reliable, and meets routic consistently.	ine responsibilities					
POSSIBLE EVIDENCE – check those that are used.         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         Professional conference attendance and report to colleagues	Mentor/Ins Professior Instructior School act Behaviora	al Coach ivity advisor/c referrals k completion e rate	ach nt program lead	er		

The educator should keep this completed form in a personal file and may choose to include any evidence checked off as a demonstration of the rating on the standards.



PROFESSIONAL PRACTICE WORKSHEET WITH EVIDENCE –	SPECIALIZED	INSTRUCTIONAL	SUPPORT	PERSONNEL (SISP)	
Educator Name/Title:	Date:		School Yea	r:	
STANDARD I: Curriculum, Planning, and Assessment. The SISP 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.					
EDUCATOR PERFORMANCE RATING ON STANDARD:   Exemplary	Proficie	nt 🛛 Needs Imp	orovement	□ Unsatisfactory	
EVIDENCE PROVIDED TO SUP	PORT RATIN	G (briefly descrit	be)		
<b>CURRICULUM AND PLANNING:</b> Knows the subject matter well, has a goo and how students learn, and designs effective and rigorous standards-base consisting of well-structured lessons with measurable outcomes.					
<b>ASSESSMENT:</b> Uses a variety of informal and formal methods of assessmet learning, growth, and understanding to develop differentiated and enhanced improve future instruction.					
ANALYSIS: Analyzes data from assessments, draws conclusions, and shar	es them approp	iately.			
POSSIBLE EVIDENCE – check those that are used.         Treatment Plan         Lesson or Treatment Plan Goals         Lesson Plans         Developmental benchmarks         Measurable 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	Grade lev Tiered/dif Tiered/dif Methods Posted be Photograp Videotape Homewor Communi Grading p Other:		aboration atment plans its its atment space ent		
STANDARD II: Tea The SISP promotes the learning and growth of all stud expectations, create a safe and effective classroom	lents through i	nstructional practice			
EDUCATOR PERFORMANCE RATING ON STANDARD:   Exemplary	Proficie			□ Unsatisfactory	
EVIDENCE PROVIDED TO SUP			be)		
<b>INSTRUCTION:</b> Uses instructional and clinical practices that reflect high exand quality of effort and work; engage all students; and are personalized to learning styles, needs, interests, and levels of readiness.					
<b>LEARNING ENVIRONMENT</b> : Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.					
CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.					
EXPECTATIONS: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.					
POSSIBLE EVIDENCE – check those that are used.         Lesson or Treatment Plan Goals         Lesson Plans         Developmental benchmarks         Measurable 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	<ul> <li>Grade lev</li> <li>Tiered/dif</li> <li>Tiered/dif</li> <li>Methods</li> <li>Posted be</li> <li>Photograp</li> <li>Videotape</li> <li>Homewori</li> <li>Communi</li> <li>Grading p</li> </ul>	f student learning nee el or subject team colla erentiated lessons/tre- erentiated assessmer for engaging all studer havioral norms ths of instructional/trea es of student engagem c assignments cations to students ab ractices	aboration atment plans its atment space ent out work		

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.					
EDUCATOR PERFORMANCE RATING ON STANDARD:		oficient		ds Improvement	□ Unsatisfactory
EVIDENCE PROVIDED TO SUP		RATING (b	riefly de	escribe)	
<b>ENGAGEMENT:</b> Welcomes and encourages every family to become active and school community.					
<b>COLLABORATION:</b> Collaborates with families to create and implement stratearning and development both at home and at school.	ategies fo	r supporting	student		
<b>COMMUNICATION:</b> Engages in regular, two-way, and culturally proficient of about student learning and performance.	communic	cation with fa	amilies		
POSSIBLE EVIDENCE – check those that are used.         Outreach activities to families         Parent-teacher conference participation         RTI, IEP or 504 Plan conference participation         Communication with families via phone calls, emails, meetings		Notification t Feedback fro	o families om parent	about homework about student perfo s/families rogram developme	
STANDARD IV: Pro					
The teacher promotes the learning and growth of all students through	ugh ethi	cal, cultural	ly profici	ent, skilled, and c	collaborative practice.
EDUCATOR PERFORMANCE RATING ON STANDARD: DEvemplary	🗆 Pr	oficient		ds Improvement	□ Unsatisfactory
EVIDENCE PROVIDED TO SUPI	PORT F	RATING (b	riefly de	escribe)	
<b>REFLECTION:</b> Demonstrates the capacity to reflect on and improve the einformal means as well as meetings with teams and work groups to gathe examine issues, set meaningful goals, and develop new approaches in ord learning.	er informa	tion, analyz	e data,		
<b>PROFESSIONAL GROWTH:</b> Actively pursues professional development improve quality of practice or build the expertise and experience to assur leadership roles.					
COLLABORATION: Collaborates effectively with colleagues on a wide range	ge of task	S.			
<b>DECISION-MAKING:</b> Becomes involved in schoolwide decision making, an school improvement planning.	nd takes a	an active role	in		
SHARED RESPONSIBILITY: Shares responsibility for the performance of a	all studen	ts within the	school.		
<b>PROFESSIONAL RESPONSIBILITIES:</b> Is ethical and reliable, and meets ro consistently.	outine res	ponsibilities			
POSSIBLE EVIDENCE – check those that are used.         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         Professional conference attendance and report to colleagues		Student ter Mentor/Ins Profession Instruction School act Behavioral Paper work Attendance Other:	tructional al develop al Coach ivity advis referrals completi e rate	Coach ment program leac or/coach	ler
					working for great

The educator should keep this completed form in a personal file and may choose to include any evidence checked off as a demonstration of the rating on the standards.



PROFESSIONAL PRACTICE WORKSHEET WI	ТН	EVIDENCE – SCHOO	OL-BASE	D ADMINISTRATORS	
Educator Name/Title:	Dat	te:	Sc	hool Year:	
		uctional Leadership.			
The education leader promotes the learning					
by cultivating a shared vision that makes powe					
EDUCATOR PERFORMANCE RATING ON STANDARD: DExemp	lary	□ Proficient □ N	leeds Impro	ovement	
EVIDENCE PROVIDED TO S	SUP	PORT RATING (briefly	/ describe	e)	
<b>CURRICULUM:</b> Ensures that all teachers design effective and rigorou consisting of well-structured lessons with measurable outcomes.	s sta	ndards-based units of instru-	ction		
<b>INSTRUCTION:</b> Ensures that instructional practices in all settings refl and quality of effort and work, engage all students, and are personaliz					
needs, interests, and levels of readiness.		al mothedo and accomment			
ASSESSMENT: Ensures that all teachers use a variety of formal and in measure student learning, growth, and understanding and make nece					
students are not learning.	<u> </u>				
<b>EVALUATION</b> : Provides effective and timely supervision and evaluation contract provisions, including:	on in a	alignment with state regulation	ons and		
<ol> <li>Ensures that educators pursue meaningful, actionable, and Measu learning goals.</li> </ol>	rable	professional practice and st	udent		
2. Makes frequent unannounced visits to classrooms and gives targe			teachers.		
<ol> <li>Exercises sound judgment in assigning ratings for performance ar</li> <li>Reviews alignment between judgment about practice and dat a al</li> </ol>		-	abiovomont		
4. Reviews any finance between judgment about practice and dat a any when evaluating and rating educators and understand that the sup rating in cases in which a discrepancy exists.					
DATA-INFORMED DECISION MAKING: Uses multiple sources of evi	denc	e related to student learning,	including		
state, district, and school assessment results and growth data, to info organizational performance, educator effectiveness, and student learn		chool and district goals and i	mprove		
POSSIBLE EVIDENCE – check those that are used.		School wide learning goals			
<ul> <li>Subject matter content and/or skills</li> <li>Following developed with administrator support/assistance:</li> </ul>		Examples of team-based a Schedule of classroom vis			
Standards-based units of instruction		Completion of all staff eval	luation		
<ul> <li>Lesson Plans</li> <li>Treatment Plans</li> </ul>		Examples of feedback prov worksite observations	ided to edu	cators from classroom and	
Measurable outcomes for students		Examples of analysis of ed	lucator work	products	
<ul> <li>Instructional Strategies</li> <li>Classroom assessments</li> </ul>		Examples of goal-setting a		ewing processes	
<ul> <li>Classion assessments</li> <li>Following prepared by administrator:</li> </ul>		Examples of Educator Plan Examples of data used to i		ions about evaluation ratings	
Data analysis from state assessments		Examples of data used to i	nform decisi	ons about school goals	
<ul> <li>Data analysis from assessments</li> <li>Data analysis from school-wide indicators</li> </ul>		Examples of data used to i Other:	nform decisi	ons about improvement strategies	
STANDARD II: Management and Operations.					
Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.					
EDUCATOR PERFORMANCE RATING ON STANDARD: DExemp	lary	Proficient     N	leeds Impro	ovement	
EVIDENCE PROVIDED TO S	SUP	PORT RATING (briefly	describe	2)	
<b>ENVIRONMENT:</b> Develops and executes effective plans, procedures, address a full range of safety, health, and emotional and social needs			s to		
HUMAN RESOURCES MANAGEMENT & DEVELOPMENT: Impleme hiring, induction, development, and career growth that promotes high-			tment,		
SCHEDULING AND MANAGEMENT INFORMATION SYSTEMS: Use teaching, learning, and collaboration.	es sys	stems to ensure optimal use	of time for		
LAWS, ETHICS, AND POLICIES: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.					
FISCAL SYSTEMS: Develops a budget that supports the district's vis manages expenditures consistent with district/school-level goals and			and		
POSSIBLE EVIDENCE – check those that are used.		Compliance with state and	/or federal m	handates	
Master schedule     Toom mosting time schedule		Compliance with collective	bargaining	agreements	
<ul> <li>Team meeting time schedule</li> <li>Policy on interruptions to class and/or team meeting time</li> </ul>		Budget documents Evidence of alignment betv	veen budget	and school/ goals	
□ Compliance with school committee policies		Other:	0		

STANDARD III: Family and Co					
Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.					
EDUCATOR PERFORMANCE RATING ON STANDARD: 🛛 Exemplary	Proficient	□ Needs	s Improvement	□ Unsatisfactory	
EVIDENCE PROVIDED TO SUPPO	RT RATING (k	oriefly des	scribe)		
<b>ENGAGEMENT:</b> Actively ensures that all families are welcome members of the community and can contribute to the classroom, school, and community's effect		chool			
SHARING RESPONSIBILITY: Continuously collaborates with families to support development both at home and at school.	ort student learnir	ig and			
<b>COMMUNICATION:</b> Engages in regular, two-way, culturally proficient communi student learning and performance.	ication with famili	es about			
FAMILY CONCERNS: Addresses family concerns in an equitable, effective, and	d efficient manne	r.			
POSSIBLE EVIDENCE - check those that are used.       □         Outreach to and engagement with families       □         Engagement in on-going relationship with community       □         organizations       □         Parent-teacher conference participation       □         RTI, IEP or 504 Plan conference participation       □         communication with families about concerns via phone calls, emails, meetings       □	outside school Communicatior outside school Assistance to	resources with homel resources educators in	less and/or foster t	milies about inside/ families about inside/ nications with families riate communications	
STANDARD IV: Profe	ssional Cultu	re.			
Promotes success for all students by nurtur reflective practice, high expectations, a					
EDUCATOR PERFORMANCE RATING ON STANDARD: D Exemplary	Proficient	□ Needs	s Improvement	□ Unsatisfactory	
EVIDENCE PROVIDED TO SUPPO	RT RATING (k	oriefly des	scribe)		
<ul> <li>COMMITMENT TO HIGH STANDARDS: Fosters a shared commitment to high and learning with high expectations for achievement for all, including:</li> <li>1. Mission and core values: Develops, promotes, and secures staff commitment the development of a succinct, results-oriented mission statement and ongoi</li> <li>2. Meetings: Plans and leads well-run and engaging meetings that have clear put the development of a succinct.</li> </ul>	to core values th ng decision maki urpose, focus on	nat guide ng. matters			
of consequence, and engage participants in a thoughtful and productive serior deliberations about important school matters <b>CULTURAL PROFICIENCY:</b> Ensures that policies and practices enable staff m					
to interact effectively in a culturally diverse environment in which students' back strengths, and challenges are respected.					
COMMUNICATIONS: Demonstrates strong interpersonal, written and verbal co	ommunication ski	lls.			
<b>CONTINUOUS LEARNING:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.					
<b>SHARED VISION:</b> Continuously engages all stakeholders in the creation of a sh in which every student is prepared to succeed in postsecondary education and citizens and community contributors.					
<b>MANAGING CONFLICT:</b> Employs strategies for responding to disagreement ar resolving conflict and building consensus throughout a district/school commun		ructively			
POSSIBLE EVIDENCE – check those that are used.         School vision and goals         Evidence of collaboration in development school/ vision and goals         Meeting agendas         Assessment of meetings from participants         School policies related to cultural proficiency         Verbal communication skills         Written communication skills	Communic Completion Profession Evidence of Paper worl Attendance	cations about n of Self-ass al conference of conflict rest of consensus k completion	solution and outco s building activities า	report to colleagues mes	

The educator should keep this completed form in a personal file and may choose to include any evidence checked off as a demonstration of the rating on the standards.



DESE SELF-ASS	ESSMENT FORM			
Educator Name/Title:				
Primary Evaluator—Name/Title:				
Supervising Evaluator, if any—Name/Title/Role in evaluation:				
School(s):				
PART 1: ANALYSIS OF STUDENT LEA	RNING, GROWTH, AND ACHIEVEMENT			
Briefly summarize areas of strength and high-priority concerns for s Cite evidence such as results from available assessments. This form also be used by individuals and/or teams who jointly review and and	students under your responsibility for the upcoming school year. n should be individually submitted by educator, but Part 1 can			
AREA(S) OF STRENGTH:	EVIDENCE:			
HIGH PRIORITY CONCERN(S):	EVIDENCE:			
Team, if applicable:				
List Team Members below:				
FOUCATION Source: Massachusetts Department of Elementary and Secondary Education				

## **DESE SELF-ASSESSMENT FORM**

Educator Name/Title:

## PART 2: ASSESSMENT OF PRACTICE AGAINST PERFORMANCE STANDARDS

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or elements, or span multiple Indicators or elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals. <u>603 CMR 35.06 (2)(a)2.</u>

AREA(S) OF STRENGTH:	EVIDENCE:	ST/IND:			
		ST/IND:			
HIGH PRIORITY CONCERN(S):	EVIDENCE:	51/IND:			
Team, if applicable:					
List Team Members below:					
Signature of Educator		Date			
Signature of Evaluator		Date			
* The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.					
Source: Massachusetts Department of Flu	ementary and Secondary Education				
EDUCATION					