

Teacher Criteria

Revised Teacher Evaluation Criteria	Knowledge & Skills	Artifacts & Evidence
1. Centering instruction on high expectations for student achievement	Knowledge that high expectations are significant for improved student learning.	<ul style="list-style-type: none"> • Engaged students • Opportunities for higher level/critical thinking • Daily learning targets are evident • Aligned to content knowledge and standards
2. Demonstrating effective teaching practices	Utilizes research based strategies to instruct and inform instruction.	Observable and objective strategies producing results.
3. Recognizing individual student learning needs and developing strategies to address those needs	Know and address individual learning needs.	<ul style="list-style-type: none"> • Student survey/self-assessment • Data Points • Anecdotal notes • Observations: student engagement • Classroom organization/management • Curriculum modifications – differentiation
4. Providing clear and intentional focus on subject matter content and curriculum	Clearly communicated standards based focus on teaching and learning.	<ul style="list-style-type: none"> • Objectives on board • Assessments/rubrics • Portfolios • Lesson plans • Engaged students with verbal understanding of purpose/outcome • Assessments (formative/summative) • Data (pre-assessment, formative) • Performance of expectations

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5. Fostering and managing a safe, positive learning environment	Effectively applies management skills in order to meet the diverse needs of the students.	<ul style="list-style-type: none"> • Mutual respect and interactions • Clear routines and procedures • Student engagement • Risk-taking expected • “Feels good” to be there
6. Using multiple student data elements to modify instruction and improve student learning	Uses multiple measures of student data to increase student achievement.	<ul style="list-style-type: none"> • Student work samples • Formative assessments • Observation/anecdotal notes • Test data • Planning
7. Communicating and collaborating with parents and school community	<ul style="list-style-type: none"> • Cultural awareness • Grammar/mechanics • Technology proficiency • Awareness of group dynamics • Awareness of and ability to access community resources 	<ul style="list-style-type: none"> • Perception survey data • Self assessment and reflection • Teacher portfolio (newsletters, videos, website/blog) • Student learning plans created with students and parents. • Emails, calendars • Logs/sign-in sheets • Meeting minutes • On-line grades • Ongoing opportunities to gather community feedback
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.	<ul style="list-style-type: none"> • Teacher participates in PLCs • Shares leadership roles in staff development • Develops common goals and assessments with colleagues • Develops and shares instructional units • Models lessons for peers