PROFESSIONAL PRACTICE WORKSHEET WITH EVIDENCE – TEACHERS

Educator Name/Title:	Date:	School Year:

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.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

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.	
ASSESSMENT: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.	
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
- ☐ Lesson or Unit Plan Goals
- ☐ Standards-based units of instruction
- ☐ Lesson Plans
- ☐ Measurable 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 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 space
- ☐ Videotapes of student engagement
- ☐ Homework assignments
- ☐ Communications to students about work
- ☐ Grading practices
- ☐ Other:_____

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.

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
- ☐ Lesson or Unit Plan Goals
- ☐ Standards-based units of instruction
- ☐ Lesson Plans
- ☐ Measurable 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 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 space
- ☐ Videotapes of student engagement
- ☐ Homework assignments
- ☐ Communications to students about work
- ☐ Grading practices
- ☐ Other:_____

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 Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENGAGEMENT: Welcomes and encourages every family to become active participants in the classroom and school community.

COLLABORATION: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

COMMUNICATION: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

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

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

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

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

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.

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.

COLLABORATION: Collaborates effectively with colleagues on a wide range of tasks.

DECISION-MAKING: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

SHARED RESPONSIBILITY: Shares responsibility for the performance of all students within the school.

PROFESSIONAL RESPONSIBILITIES: Is ethical and reliable, and meets routine responsibilities consistently.

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 teacher supervisor
- ☐ Mentor/Instructional Coach
- ☐ Professional development program leader
- ☐ Instructional Coach
- ☐ School activity advisor/coach
- ☐ Behavioral referrals
- ☐ Paper work completion
- ☐ Attendance rate
- ☐ Other: _____

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.

Educator Name/Title:	Date:	School Year:

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   ☐ **Proficient**   ☐ Needs Improvement   ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

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.	
ASSESSMENT: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.	
ANALYSIS: Analyzes data from assessments, draws conclusions, and shares them appropriately.	

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

- ☐ Analysis of student learning needs
- ☐ Grade level or subject team collaboration
- ☐ Tiered/differentiated lessons/treatment plans
- ☐ 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
- ☐ Other:_____

STANDARD II: Teaching All Students.

The SISP 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 and clinical 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 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

- ☐ Analysis of student learning needs
- ☐ Grade level or subject team collaboration
- ☐ Tiered/differentiated lessons/treatment plans
- ☐ 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
- ☐ Other:_____

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 Improvement   ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENGAGEMENT: Welcomes and encourages every family to become active participants in the classroom and school community.

COLLABORATION: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

COMMUNICATION: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

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

☐ Assistance to families about homework
☐ Notification to families about student performance/behavior
☐ Feedback from parents/families
☐ College/financial aid program development
☐ Other: _____

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

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary   ☐ **Proficient**   ☐ Needs Improvement   ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

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.

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.

COLLABORATION: Collaborates effectively with colleagues on a wide range of tasks.

DECISION-MAKING: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

SHARED RESPONSIBILITY: Shares responsibility for the performance of all students within the school.

PROFESSIONAL RESPONSIBILITIES: Is ethical and reliable, and meets routine responsibilities consistently.

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 teacher supervisor
☐ Mentor/Instructional Coach
☐ Professional development program leader
☐ Instructional Coach
☐ School activity advisor/coach
☐ Behavioral referrals
☐ Paper work completion
☐ Attendance rate
☐ Other: _____

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 – SCHOOL-BASED ADMINISTRATORS

Educator Name/Title:	Date:	School Year:

STANDARD I: Instructional Leadership.
The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

CURRICULUM: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	
INSTRUCTION: Ensures that instructional practices in all settings 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.	
ASSESSMENT: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	
EVALUATION: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including: 1. Ensures that educators pursue meaningful, actionable, and Measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and dat a about student learning, growth or achievement when evaluating and rating educators and understand that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.	
DATA-INFORMED DECISION MAKING: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	

POSSIBLE EVIDENCE – check those that are used.

- ☐ Subject matter content and/or skills
- ☐ Following developed with administrator support/assistance:
    - ☐ Standards-based units of instruction
    - ☐ Lesson Plans
    - ☐ Treatment Plans
    - ☐ Measurable outcomes for students
    - ☐ Instructional Strategies
    - ☐ Classroom assessments
- ☐ Following prepared by administrator:
    - ☐ Data analysis from state assessments
    - ☐ Data analysis from assessments
    - ☐ Data analysis from school-wide indicators

- ☐ School wide learning goals based on data analysis
- ☐ Examples of team-based assessments
- ☐ Schedule of classroom visitations
- ☐ Completion of all staff evaluation
- ☐ Examples of feedback provided to educators from classroom and worksite observations
- ☐ Examples of analysis of educator work products
- ☐ Examples of goal-setting and goal-reviewing processes
- ☐ Examples of Educator Plan approval
- ☐ Examples of data used to inform decisions about evaluation ratings
- ☐ Examples of data used to inform decisions about school goals
- ☐ Examples of data used to inform decisions about improvement strategies
- ☐ Other:_____

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: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENVIRONMENT: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.	
HUMAN RESOURCES MANAGEMENT & DEVELOPMENT: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.	
SCHEDULING AND MANAGEMENT INFORMATION SYSTEMS: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.	
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 vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.	

POSSIBLE EVIDENCE – check those that are used.

- ☐ Master schedule
- ☐ Team meeting time schedule
- ☐ Policy on interruptions to class and/or team meeting time
- ☐ Compliance with school committee policies

- ☐ Compliance with state and/or federal mandates
- ☐ Compliance with collective bargaining agreements
- ☐ Budget documents
- ☐ Evidence of alignment between budget and school/ goals
- ☐ Other:_____

STANDARD III: Family and Community Engagement.
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 Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENGAGEMENT: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.

SHARING RESPONSIBILITY: Continuously collaborates with families to support student learning and development both at home and at school.

COMMUNICATION: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

FAMILY CONCERNS: Addresses family concerns in an equitable, effective, and efficient manner.

POSSIBLE EVIDENCE – check those that are used.
- ☐ Outreach to and engagement with families
- ☐ Engagement in on-going relationship with community organizations
- ☐ Engagement in on-going relationship with local businesses
- ☐ Parent-teacher conference participation
- ☐ RTI, IEP or 504 Plan conference participation
- ☐ Communication with families about concerns via phone calls, emails, meetings
- ☐ Communication with non-English speaking families about inside/ outside school resources
- ☐ Communication with homeless and/or foster families about inside/ outside school resources
- ☐ Assistance to educators in two-way communications with families
- ☐ Assistance to educators in culturally appropriate communications with families
- ☐ Other:_____

STANDARD IV: Professional Culture.
Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

COMMITMENT TO HIGH STANDARDS: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.

2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

CULTURAL PROFICIENCY: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

COMMUNICATIONS: Demonstrates strong interpersonal, written and verbal communication skills.

CONTINUOUS LEARNING: 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.

SHARED VISION: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

MANAGING CONFLICT: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.

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
- ☐ School reflective practice activities
- ☐ Communications about best practices
- ☐ Completion of Self-assessment and individual goals
- ☐ Professional conference attendance and report to colleagues
- ☐ Evidence of conflict resolution and outcomes
- ☐ Evidence of consensus building activities and outcomes
- ☐ Paper work completion
- ☐ Attendance rate
- ☐ Other: _____

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.

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DESE SELF-ASSESSMENT FORM

Educator Name/Title:

Primary Evaluator—Name/Title:

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s):

PART 1: ANALYSIS OF STUDENT LEARNING, GROWTH, AND ACHIEVEMENT

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data. 603 CMR 35.06 (2)(a)1.

AREA(S) OF STRENGTH:	EVIDENCE:

HIGH PRIORITY CONCERN(S):	EVIDENCE:

Team, if applicable:

List Team Members below:

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. 603 CMR 35.06 (2)(a)2.

AREA(S) OF STRENGTH:	EVIDENCE:	ST/IND:

HIGH PRIORITY CONCERN(S):	EVIDENCE:	ST/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.