

## Achievement in *The Ohio Standards for the Teaching Profession: Citing Evidence*

*Both the support of teacher development and the evaluation of teacher performance require evidence of practice.... Conversations about teaching must be grounded in actual events, in actions or statements, in artifacts, or in decisions teachers have made. Without such grounding, impressions of teachers' skills are based entirely on the observers' own idiosyncratic views of teaching and their understandings of what has occurred and what those events mean.... Mentors and coaches, no less than evaluators, depend for their work on evidence of practice.*

Charlotte Danielson (2008) *The Handbook of Professional Practice*

**This is not an exhaustive list of potential evidence sources and should not be interpreted as such.**

### Standard 1

**Teachers understand student learning and development and respect the diversity of the students they teach.**

#### Possible Evidence

- Student work samples that build on life experiences, prior knowledge and interest
- Use of demographic information in planning, instruction, and reflection
- Student conference notes illustrating efforts made for instructional differentiation
- Samples of grouping strategies accompanied by reasons for such groupings
- Samples of contracts developed for specific learning needs of diverse students
- Problem solving and critical thinking student work samples
- Modifications made for exceptional needs students, learning styles, and achievement levels
- Samples of ELL modifications/accommodations
- Student-led or goal setting conferences documentation
- Student reflection and self-evaluation samples

### Standard 2

**Teachers know and understand the content area for which they have instructional responsibility.**

#### Possible Evidence

- Units of study that demonstrate knowledge of content
- Lesson plans with academic content standards alignment referenced
- Samples of instruction planned around key concepts
- Lesson and unit plans include appropriate resources available for enrichment
- Curriculum mapping
- Evidence of leading professional development or serving as an adjunct in higher education

Standard 3

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Possible Evidence
<ul style="list-style-type: none"><li>• Student assessments: formal and teacher-made</li><li>• Data based decisions</li><li>• Sample student awards</li><li>• State-mandated standardized tests</li><li>• Student progress reports</li><li>• Writing samples from fall and spring that show growth</li><li>• Student reflections, self-evaluations, or peer evaluations</li><li>• Lab reports from fall and spring</li><li>• Student anecdotal records</li><li>• Rubrics developed for different units, projects, lessons</li><li>• Examples of testing modifications</li></ul>

Standard 4

Teachers plan and deliver instruction that advances the learning of each student.

Possible Evidence
<ul style="list-style-type: none"><li>• Student work samples</li><li>• Samples of an activity or assignment</li><li>• Student Pre &amp; Post Assessments</li><li>• Student interest surveys</li><li>• Lesson and/or unit plans evidencing a variety of instructional designs and strategies</li><li>• Evaluator or mentor observation notes</li><li>• Student assessments and lesson plans that reflect change based on the results of assessments</li><li>• Evidence of adaptation of learning to meet student needs</li><li>• Documentation of a wide range of materials used, including technology</li><li>• Long and short range plans that include differentiated activities</li><li>• Lesson plans differentiated by student developmental levels and interest</li><li>• Videos of instruction that demonstrate the use of a variety of instructional strategies</li><li>• Individual student conference records</li></ul>

Standard 5

Teachers create learning environments that promote high levels of learning and achievement for all students.

Possible Evidence
<ul style="list-style-type: none"><li>• Classroom rules, agreements, schedules, routines, and benchmarks posted</li><li>• Records of class meetings</li><li>• Photographs of classroom displays, learning centers, students at work, etc.</li><li>• Letter to parents outlining management procedures</li><li>• Student or parent surveys that address classroom climate</li><li>• Observation notes</li><li>• Student self-evaluation of behavior</li><li>• Demonstrations of smooth transitions</li><li>• Classroom set-ups</li></ul>

**Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.**

Possible Evidence
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| <ul style="list-style-type: none"> <li>• Notes of collaboration occurring with colleagues</li> <li>• Log of phone contacts to parents</li> <li>• Samples of work produced from collaboration with colleagues</li> <li>• Documentation of meetings, committees and school event planning with parents and other community members</li> <li>• Samples of parent newsletters</li> <li>• Samples of classroom website at various times during the year</li> <li>• Log of email contact with parents</li> <li>• Log of parent conferences</li> </ul> |
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**Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.**

Possible Evidence
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| <ul style="list-style-type: none"> <li>• Materials from workshops and seminars</li> <li>• Log of extra-curricular activities or volunteer work</li> <li>• Samples of materials from professional organizations, conferences, and networks that demonstrate professional collaborations</li> <li>• Service on professional committees</li> <li>• Written notes/reflections on professional goals</li> <li>• Examples of sharing with other educators and administrators knowledge and information in areas of expertise</li> <li>• Individual professional development plans</li> <li>• Observation notes from evaluator or mentor</li> <li>• Evidence of connecting the community to the classroom-list of speakers, etc.</li> </ul> |
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