

## Kansas Evaluation Project Standards Table for Teachers

The table below contains the components of a version of the evidence-centered design process used to determine an evaluation system for teachers in Kansas. The contents of the table reflect the work completed during the second meeting. Under each of the Standards there are four columns. The first column contains some possible critical features of the Standard. The Standards are complex so the features provide one way to articulate manageable aspects for us to focus on during this activity. The next column contains a list of possible evidence that a teacher might do or say that would demonstrate proficiency of the feature. The third column contains the sources of evidence or how the data will be collected. The list is not in one-to-one correspondence with the list of evidence. You may have more than one piece of evidence collected by the same source.

Mark up – either on a paper copy or in track changes on the electronic copy – any changes you believe are important to make: evidence statements that need to be clarified or added, additions or deletions in terms of how the evidence could be collected, etc. We want to make sure that we have in one way or another described how a teacher would perform if they were meeting each standard, and then how that evidence would be best collected.

You will also need to prioritize each piece of evidence listed. Next to each item listed as possible evidence you will need to determine if you consider it essential, possible or optional. Beside each piece of evidence listed, label it: (E), (P), or (O) or a combination of the letters.

The last column should include your reason for including the top-rated evidence in the evaluation process. Please complete the table and bring it to the meeting so you can share your responses with your colleagues first thing on Monday morning.

**Standard #1: Learner Development:** The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Using knowledge of how students learn to plan, implement and modify instruction for individual students and groups of students.	<ol style="list-style-type: none"> <li>1. Teacher accounts for learning needs, developmental levels, needed resources when planning instruction</li> <li>2. Teacher supports students moving from concrete to pictorial to abstract</li> <li>3. Teacher uses a range of teaching approaches to support students learning</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plan includes differentiated instruction</li> <li>• Interview with teacher</li> <li>• Written reflection by teacher</li> <li>• Student artifacts to illustrate work at different levels of reasoning/understanding)</li> <li>• Teacher observation</li> </ul>	

**Standard #1: Learner Development:** The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
2) Building relationships with families and communities to further student learning.	<ol style="list-style-type: none"> <li>1. Parent/Teacher conferences/meetings</li> <li>2. Newsletter/Website/Notes home/phone calls (home-school communication)</li> <li>3. Speakers</li> <li>4. Youth Friends (volunteer programs)</li> <li>5. After-school clubs, parental involvement</li> <li>6. Students providing community service</li> <li>7. Field trips to community sites</li> <li>8. Parent nights</li> <li>9. Day Care Center</li> <li>10. Porch Visits (home visits)</li> <li>11. Backpack for kids (food program for students for the weekend)</li> <li>12. Mentoring partnerships with local businesses</li> <li>13. Business partnerships</li> <li>14. Facilitating community conversations – important issues</li> <li>15. Participation in site counsels</li> <li>16. Subject-specific project in community – integrate learning in community</li> </ol>	<ul style="list-style-type: none"> <li>• Observation of notes, sign-in sheets, logs, samples of webpage, photos, etc...</li> <li>• Media</li> </ul>	

**Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Appreciating student diversity and using knowledge of diversity to design and implement instruction for each student	<ol style="list-style-type: none"> <li>1. Calling on a variety of Students</li> <li>2. Adequate Wait Time/Prompting</li> <li>3. Diverse Groupings for Cooperative Learning</li> <li>4. Culturally Responsive Teaching</li> <li>5. Cultural Awareness within Content Vocabulary</li> </ol>	<ul style="list-style-type: none"> <li>• Observation of Class</li> <li>• Lesson Plans</li> <li>• Test/Assignment Samples</li> </ul>	
2) Accessing services for students based on diverse needs	<ol style="list-style-type: none"> <li>1. Collaboration of Special Education Teachers (+gifted) or English Language Learner Teachers with CR teacher</li> <li>2. Appropriate Referral within Student Intervention/MTSS Models</li> <li>3. Availability of Tutoring</li> <li>4. Interpreters or other supports as needed</li> </ol>	<ul style="list-style-type: none"> <li>• IEP/504s</li> <li>• SIT Team/MTSS Documentation</li> </ul>	
3) Creating learning environments in which individual differences are respected and valued.	<ol style="list-style-type: none"> <li>1. Students/teachers treat each other with respect</li> <li>2. Multi Cultural bulletin Boards</li> <li>3. Positive interactions Throughout the School</li> </ol>	<ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Classroom Observation with eye to S-to-S interactions</li> </ul>	
4) Valuing family and cultural diversity and incorporating it into instruction.	<ol style="list-style-type: none"> <li>1. Classroom Library of Diverse reading selections</li> <li>2. Awareness of Gardner’s Multiple Intelligences</li> <li>3. Classroom Discussion</li> </ol>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Lesson Plans</li> <li>• Parent surveys</li> </ul>	
5) Encouraging students to value each others’ diversity and to learn from one another.	<ol style="list-style-type: none"> <li>1. Classroom Discussion includes all students</li> <li>2. Classroom Projects</li> <li>3. Celebration/holiday/Traditions Awareness</li> </ol>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Student Work Samples</li> <li>• Lesson Plans</li> </ul>	

**Standard #3: Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Using a variety of methods and processes to establish physical and cultural classroom environments conducive to collaborative learning in which all learners feel safe to engage.	<ol style="list-style-type: none"> <li>1. Notes from class, Counselor, parents, teachers, administrators</li> <li>2. Physical arrangements and make up of class room</li> <li>3. Students can be grouped in flexible learning groups in classroom.</li> <li>4. Department and safety codes that are on the wall. (ground rules)</li> </ol>	<ul style="list-style-type: none"> <li>• Use of learning style inventories.</li> <li>• Conservation with peers</li> <li>• Data from central office, audio and visual info, reports submitted to state</li> <li>• Grouping by ability, cultural, ethnicity of students</li> <li>• Follow model the procedures</li> <li>• Learning style survey from students</li> </ul>	
2) Establishing a learning environment that encourages respect for all people, languages, and cultures.	<ol style="list-style-type: none"> <li>1. Do not violate confidences</li> <li>2. If they feel secure they will come</li> <li>3. Department and safety codes that are on the wall. (ground rules)</li> <li>4. Student feel confidence in arrangement of classroom</li> <li>5. Respect for diversity in lesson design, where appropriate</li> <li>6. Students see the diversity of society</li> </ol>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Student surveys</li> <li>• Attendance in class</li> </ul>	
3) Using instructional strategies that encourage students to take responsibility for own learning and that motivate and engage students in the learning process.	<ol style="list-style-type: none"> <li>1. Lesson plans including modeling,</li> <li>2. Project learning activities</li> <li>3. Student project work</li> <li>4. Student performances are at a reasonable, acceptable level</li> </ol>	<ul style="list-style-type: none"> <li>• Student artifacts/work products</li> <li>• Classroom observation</li> <li>• Students take value in their project and meet deadlines</li> </ul>	
4) Using effective communication strategies with students and families and encouraging effective communication between students.	<ol style="list-style-type: none"> <li>1. Use of variety of communication devices strategies.</li> <li>2. Student logs, participations sheets</li> </ol>	<ul style="list-style-type: none"> <li>• Email, news letter, text messages, phone logs, record of what done</li> </ul>	
5) Effectively using technological resources as an integral part of instruction.	<ol style="list-style-type: none"> <li>1. Use of lap tops, computers, calculators, Smart board, using textbook, Multiple examples of resources available in our area.</li> </ol>	<ul style="list-style-type: none"> <li>• Email communications, Smart board, text book examples, weebly.com, Communications tables</li> <li>• School Notes.com</li> </ul>	

**Standard #4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Maintaining a deep and current knowledge of the content taught.	<ol style="list-style-type: none"> <li>1. T effectively uses multiple representations and explanations of concepts.</li> <li>2. T evaluates and modifies instructional resources and curriculum materials while keeping content comprehensive, accurate, as well as being accessible and relevant for students</li> <li>3. Continued PD in the content area</li> </ol>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Student assignments/ assessments</li> <li>• Interviews</li> <li>• Portfolios</li> <li>• Videos</li> <li>• Student feedback/reflection</li> </ul>	
2) 2) Using students' prior knowledge and misconceptions in planning and implementing content instruction.	<ol style="list-style-type: none"> <li>1. Teacher stimulates student reflection on prior knowledge</li> <li>2. Teacher makes connections to student experiences</li> <li>3. Teacher creates experiences to build conceptual understanding</li> </ol>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Student assignments</li> <li>• Student assessments</li> <li>• Interviews</li> <li>• Portfolios</li> <li>• Videos</li> <li>• Student feedback/reflection</li> </ul>	
3) Encourages students to reflect on learning and to engage in disciplinary thinking	<ol style="list-style-type: none"> <li>1. Teacher encourage students to analyze ideas from different experiences</li> <li>2. Teacher encourage student use of standards and processes unique to the discipline</li> </ol>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Student assignments</li> <li>• Student assessments</li> <li>• Interviews</li> <li>• Portfolios</li> <li>• Videos</li> <li>• Student feedback/reflection</li> </ul>	
4) Uses and facilitates student use of appropriate academic language for the content area.	<ol style="list-style-type: none"> <li>1. Teacher help students understand and use academic language meaningfully</li> </ol>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Student assignments</li> <li>• Student assessments</li> <li>• Interviews</li> <li>• Portfolios</li> <li>• Videos</li> <li>• Student feedback/reflection</li> </ul>	

**Standard #5: Innovative Applications of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Facilitating appreciation for differing perspectives within and across disciplinary areas.	<ol style="list-style-type: none"> <li>1. Teachers teaming to create units</li> <li>2. Knowledge of other content standards</li> <li>3. Utilization of community resources</li> <li>4. Through technology, global communication in achieving learning goals</li> <li>5. Pen Pals in Europe</li> <li>6. Multi-cultural Fair</li> <li>7. Guest speakers</li> <li>8. SKYPE, webcasts, podcasts</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plans reflective of teaming</li> <li>• Lesson plans including the standards</li> <li>• Attending grade level PLCs</li> <li>• Observation of teacher including cross curricular standards</li> </ul>	
2) Using a variety of communication vehicles, including virtual environments, to facilitate collaborative learning experiences.	<ol style="list-style-type: none"> <li>1. Student-centered activities using a variety of technology</li> <li>2. Technology used to bring the outside world into the classroom, blogs, SKYPE (recorded session), virtual field trips</li> <li>3. Putting together student led productions, role-playing</li> <li>4. The teacher teaches from afar</li> <li>5. Plays, Songs, Poetry</li> </ol>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Video</li> <li>• Portfolio</li> </ul>	
3) Using questioning and inquiry techniques to further student explorations in group problem-solving.	<ol style="list-style-type: none"> <li>1. Teacher incorporates essential questions</li> <li>2. Student goal-setting, group or individual</li> <li>3. Socratic Seminar</li> </ol>	<ul style="list-style-type: none"> <li>• Observation/recording</li> <li>• Logging, journaling</li> <li>• Student goal setting worksheets</li> </ul>	
4) Facilitating critical thinking experiences and using real-world, authentic learning experiences in instruction.	<ol style="list-style-type: none"> <li>1. Students identify a problem and solution for solving/addressing problem</li> </ol>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Video</li> </ul>	
5) Developing of cross-curricular learning experiences that value literacy across content areas.	<ol style="list-style-type: none"> <li>1. Students and teachers collaborating to create learning goals/experiences relevant to real world application</li> <li>2. Student-created manuals, "how-to's"</li> <li>3. Cross curricular units, e.g., student create/ maintain garden, food served in the lunchroom highlighting nutrition, sustainability</li> </ol>	<ul style="list-style-type: none"> <li>• Yearbook, student newspaper, morning announcements</li> <li>• Student created manuals</li> </ul>	

**Standard #6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher’s ongoing planning and instruction.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Designing of formative assessments (multiple) and using results to develop and adjust differentiated instruction.	1. Teachers implement multiple ways for demonstrating student learning	<ul style="list-style-type: none"> <li>• Differentiated set of assessments tools</li> <li>• Thumbs up, share with partners, clickers, etc.</li> <li>• teacher submits samples of multiple types/kinds of assessments used in a unit</li> </ul>	
2) Collaborating with colleagues to examine and interpret assessment data and plan instruction based on data.	<ol style="list-style-type: none"> <li>1. PLC grade levels, subject level, departments</li> <li>2. Participation in them</li> </ol>	<ul style="list-style-type: none"> <li>• Participations in format adjusting</li> <li>• Electronic, face to face, where and how it is happening</li> <li>• Use of multiple assessments, notebooks, lesson plans, with changes made taken over period of time</li> <li>• Logs, Minutes from committee meetings</li> </ul>	
3) Providing meaningful feedback to students grounded in assessment data.	<ol style="list-style-type: none"> <li>1. Teacher interaction, writing, face-to-face, group, printed, and other.</li> <li>2. Teachers start Peer feedback</li> <li>3. Classroom discussion, questions and answers</li> </ol>	<ul style="list-style-type: none"> <li>• Peer feedback, rubrics, what it looks like, questions answer sessions,</li> <li>• Grade report</li> <li>• Power school checking, initials of feedback, meaningful interactions</li> <li>• Feedback is not necessarily a grade but must be frequent and meaningful</li> <li>• Teachers establishes Student reflection protocol</li> </ul>	
4) Preparing all students for assessments based on their language and learning needs.	1. Teacher differentiates due to being aware of students needs and identify avenues to accesses modifications	<ul style="list-style-type: none"> <li>• Lesson plans, modified student assessments products</li> </ul>	
5) Utilizing technological solutions in designing & using assessment.	1. Teachers utilizes different technological tools/strategies in measuring students learning	<ul style="list-style-type: none"> <li>• Classroom observation – use of clickers, interim assessments, Smart board, sample test on computers, Technology mused in assignments</li> </ul>	

**Standard #7: Planning for Instruction:** The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Planning instruction that focuses on relevant content, differentiates for student needs, and incorporates short- and long-term goals for learning, and includes appropriate pedagogy	<ol style="list-style-type: none"> <li>1. Objectives are aligned to District, State, and National standards</li> <li>2. Instructional planning is regularly adapted for student needs</li> <li>3. Appropriate pedagogical and instructional strategies are evident in lesson plans</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson/Unit Plans</li> <li>• Teacher Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Concerned about “Rigorous Learning Goals”</li> <li>• (l) Planning as a Collegial activity</li> <li>• (e) Cross-Disciplinary planning</li> </ul>
2) Developing instruction that is evidence-based, based on rigorous goals, incorporates instructional technology, and meets diverse student needs.	<ol style="list-style-type: none"> <li>1. Teacher uses formative data to drive instructional planning (both formal and informal)</li> <li>2. Lesson plans reflect appropriate use of appropriate technologies</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Reflection</li> <li>• Observation Pre-Conference</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
3) Valuing of individual student differences in planning meaningful instruction.	See critical feature #1		
4) Recognizing that instruction is fluid and open to adjustment based on student understanding, misconceptions, and learning needs.	See critical feature #2		

**Standard #8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Adapting a variety of instructional techniques to meet individual student learning needs.	<ol style="list-style-type: none"> <li>1. T monitors student feedback and makes instructional adaptations (Pre-post, Q &amp; A)</li> <li>2. T uses a variety of instructional strategies in response to student needs</li> <li>3. T varies approach in relation to content and purpose of instruction</li> <li>4. Looking to see how the teacher provides variety in Small group skill work</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Observations</li> <li>• Reflective journals</li> <li>• Student work samples</li> <li>• Newsletters</li> </ul>	
2) Using varied resources to help students achieve instructional goals.	<ol style="list-style-type: none"> <li>1. T draws upon students' family and community resources</li> <li>2. T changes roles in teaching-learning process to capitalize on individual needs of students</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Observations</li> <li>• Pre-post</li> <li>• Q &amp; A</li> <li>• Reflective journals</li> <li>• Student work samples</li> <li>• Newsletters</li> </ul>	
3) Understanding and application of varied cognitive approaches to instruction.	<ol style="list-style-type: none"> <li>1. T engages students in assessing own progress</li> <li>2. T gives students different opportunities to demonstrate their knowledge</li> <li>3. T guide students in developing their metacognitive processes or thinking analysis</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Observation with pre-post interview</li> <li>• Q &amp; A</li> <li>• Reflective journals</li> <li>• Student work samples</li> </ul>	
4) Utilizing a variety of communication modes and techniques, including technological resources, in delivering appropriate instruction.	<ol style="list-style-type: none"> <li>1. T engages students in using a range of learning skills and techno tools to access, interpret, and use information</li> <li>2. T models effective communication strategies to convey ideas and info</li> <li>3. T uses a variety of instructional strategies to support and expand learners communication</li> <li>4. T listens effectively</li> </ol>	Classroom observation	
5) Questioning to enhance student learning and to elicit student thinking.	<ol style="list-style-type: none"> <li>1. T asks questions to stimulate discussion for a variety of purposes</li> <li>2. T uses effective questioning skills to engage students in higher order thinking processes</li> </ol>	Classroom observation	

**Standard #9: Reflection and Continuous Growth:** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1)Use of a variety of data to analyze own practice and create relevant and responsive learning experiences.	<ol style="list-style-type: none"> <li>1. Teacher collected data, analyzed it, and adapt instruction in some way in light of analysis</li> <li>2. Student work – daily work, formative assessment, common assessments</li> </ol>	<ul style="list-style-type: none"> <li>• Pre and post tests + ...</li> <li>• Lesson plans with reflection on how it went and what needs to change in subsequent lessons</li> <li>• Journal or log</li> <li>• Video tape(s) with reflection on instructional decisions, changes needed</li> <li>• Feedback from a students and reflection</li> </ul>	
2)Uses resources inside and outside the school for reflection and problem solving	<ol style="list-style-type: none"> <li>1. Collaboration with:               <ul style="list-style-type: none"> <li>-Principal</li> <li>-Peers</li> <li>-Social Services</li> <li>-Associations</li> <li>-Students</li> </ul> </li> <li>2. Professional reference sources</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plans with reflection on how it went and what needs to change in subsequent lessons; Journal or log</li> <li>• Video tape(s) with reflection on instructional decisions, changes needed</li> <li>• Feedback from a student’s/observer and reflection</li> </ul>	
3)Acknowledges personal biases and advocates for all students.	<ol style="list-style-type: none"> <li>1. Demonstrates sensitivity to all students’ learning styles/abilities and/or cultures</li> <li>2. Includes and uses diverse resources</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plans with reflection on how it went and what needs to change in subsequent lessons</li> <li>• Video tape(s) with reflection on instructional decisions, changes needed</li> <li>• Feedback from a student’s/observer and reflection</li> </ul>	

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Critical Feature	Evidence	Where/how collected	Rationale for inclusion
4)Advocating appropriate use of all forms of technology.	<ol style="list-style-type: none"> <li>1. Model appropriate use of technology in the classroom</li> <li>2. Demonstrate the ability to use the technology that is available within the school</li> <li>3. Encourages students to actively and appropriately utilize technology to enhance their own learning</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plans with reflection on how it went and what needs to change in subsequent lessons</li> <li>• Journal or log</li> <li>• Video tape(s) with reflection on instructional decisions, changes needed</li> <li>• Feedback from a student's/observer and reflection</li> <li>• Student product</li> </ul>	
5)Investigating and considering new ideas to improve teaching and exhibiting life-long learning	Combined in #2		
6)Uses a variety of self-assessment strategies and continually analyzing own practice.	Combined with #1		
7)Understanding of the legal and ethical issues of teaching	<ol style="list-style-type: none"> <li>1. Adheres to IEP, Board Policy, copy right laws, etc....</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson plans with notes of source sighting</li> <li>• Journal or log</li> <li>• Video tape(s) with reflection on instructional decisions, changes needed</li> <li>• Feedback from a student's/observer and reflection</li> </ul>	

**Standard #10: Collaboration:** The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1)Engaging in collaborative instruction and professional learning activities with other adults.	<ol style="list-style-type: none"> <li>1. PD Activities</li> <li>2. Collaborations meetings</li> <li>3. Community conversations (see earlier standard) ... on issues of concern – 21<sup>st</sup> C thinking skills, drugs, violence etc (not a complete list)</li> </ol>	<ul style="list-style-type: none"> <li>• PD Logs (e.g. My Learning Plan)</li> <li>• Meeting minutes</li> </ul>	
2)Collaborates with community etc.	<ol style="list-style-type: none"> <li>1. Works cooperatively with stakeholders (students, families, community, professionals).</li> <li>2. PD-Activities</li> </ol>	<ul style="list-style-type: none"> <li>• Reflective logs</li> <li>• Meeting minutes</li> <li>• PD-Logs (eg My Learning Plan)</li> <li>• Observations</li> </ul>	Mismatch between standard language and performances – don't want to lose the role of the teacher with community and family etc. not just other professionals
3)Taking responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	<ol style="list-style-type: none"> <li>1. Participation in building level leadership teams</li> <li>2. Participates in data analysis activities</li> </ol>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Lesson plans</li> <li>• Formative/Summative assessments</li> <li>• Meeting minutes</li> <li>• Student data centers or portfolios</li> </ul>	
4)Contributing to and advancing the profession.	<ol style="list-style-type: none"> <li>1. Membership on school committees</li> <li>2. Membership in professional associations</li> <li>3. Mentoring novice/pre-service teachers (formally and informally)</li> </ol>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Reflective Logs</li> <li>• PD logs (eg My Learning Plan)</li> </ul>	