



Littleton Public Schools

33 Shattuck St. * P.O. Box 1486 * Littleton, MA 01460-4486*
 Phone: (978) 540-2500 * Fax: (978) 486-9581 * : www.littletonps.org



KELLY R. CLENCHY, Ed.D., SUPERINTENDENT OF SCHOOLS

Elizabeth M. Steele, Director of Teaching and Learning
 Lyn A. Snow, Director of Student Services
 Steven F. Mark, Business Manager

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 Julie Lord, Instructional Technology Coordinator

Educator Evaluation – Suggested Examples of Evidence by Element

11 LPS Focus Elements are in **blue, underlined & bold**
 (updated 8/2019)

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family & Community Engagement	Standard IV: Professional Culture
<p><u>I-A-1 Subject Matter Knowledge</u></p> <ul style="list-style-type: none"> Teaches the content found in the Massachusetts Curriculum Frameworks and the Common Core Teacher’s diagnostic observations of student learning Quality, corrective feedback on student work samples Anticipates confusion & pre/mis-conceptions Presents lessons that require students to use higher order thinking skills Relates activities to real life applications <p><u>I-A-2 Child and Adolescent Development</u></p> <ul style="list-style-type: none"> Posted class compact/rules (climate for learning) Opportunities for movement Student groupings/opportunities for collaboration Paces instruction to optimize effective learning <p><u>I-A-3 Well-Structured Units and Lessons</u></p> <ul style="list-style-type: none"> Atlas curriculum maps Individual units of study Framing the big picture Essential questions Evidence of Blooms Taxonomy 	<p><u>II-A-1 Quality of Effort and Work</u></p> <ul style="list-style-type: none"> Rubrics published and shared with students Objectives and criteria for success posted Course syllabus Sample exemplars of activity/unit expectations Lesson plans with classroom routines defined Student work displayed with clear guidance as to why it’s there Procedures that allow students to correct mistakes, make up work Allows for retakes and make-up work <p><u>II-A-2 Student Engagement</u></p> <ul style="list-style-type: none"> Photos demonstrating effective practice/students engaged in activities Use of technology Homework return rates/record of student work completion Project based learning activity samples Evidence of varied student groupings and teaching styles Shows evidence of 21st Century Learning (Collaboration, critical thinking, communication, creative problem solving) 	<p><u>III-A-1 Family Engagement</u></p> <ul style="list-style-type: none"> Saved email, Phone logs Flyers, Videos, School Web Pages, blogs Bulletin boards Portfolio reviews Meet and greet with parents prior to start of school-invitation Welcome letter Family correspondences Attendance sheet from open house Letter home/syllabus/newsletter Parent and student surveys Family activity product Meeting notes with supervisor- re: family/community engagement <p><u>III-B-1 Learning Expectations</u></p> <ul style="list-style-type: none"> Handouts with benchmarks Assignment rubrics posted on website Conference Reports Unit objectives posted on website/sent home Classroom behavior expectations posted on website/sent home Sample behavior plan 	<p><u>IV-A-1 Reflective Practice</u></p> <ul style="list-style-type: none"> Progress monitoring data Adjusted lesson plans Team meeting notes Data team meeting notes Pre/post assessment data Professional reflective journal Written reflections on practice <p><u>IV-A-2 Goal Setting</u></p> <ul style="list-style-type: none"> SMART Goals aligned to SIP Self-Assessment reflection Formative data samples Student learning and professional practice goals Action Plan <p><u>IV-B-1 Professional Learning and Growth</u></p> <ul style="list-style-type: none"> Evidence of PDP from courses, conferences, faculty-led PD Committee participation (minutes/agendas) (school, grade, district, state) Professional Learning Network meeting notes Reflections on participation in PD & how it informed practice Reflections on leadership roles



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<ul style="list-style-type: none"> • Student work samples • Comprehensive written lesson plans • Project based learning • Student work samples • Effective use of activators and summarizers • Lesson initiation and closure • Framing of the lesson • Alignment to standards • Flexible grouping, cooperative learning differentiated instructional methods <p><u>I-B-1 Variety of Assessment Methods</u></p> <ul style="list-style-type: none"> • Pre-assessment strategies • Formative assessment strategies • Summative assessment strategies • Anecdotal records • Running records • Grade level, subject specific, school wide, district wide assessment tools • Projects, performances & other demonstrations of learning <p><u>I-B-2 Adjustment to Practice</u></p> <ul style="list-style-type: none"> • Uses assessment data to inform instruction • Uses knowledge of IEPs, 504s and other site specific accommodation to inform instruction <p><u>I-C-1 Analysis and Conclusions</u></p>	<p><u>II-A-3 Meeting Diverse Needs</u></p> <ul style="list-style-type: none"> • Modified assessments • Lesson plans including tiered instructional practices • Lesson design to include multiple means of representation and assessment • Use of differentiated instruction • Collaborates with inclusion personnel • Shares successful lesson modifications with colleagues • Effectively meets the needs of students on IEP goals/objectives • Designs instructional opportunities that effectively considers accommodations contained within IEPs/504s • Shows evidence of meeting the needs of advanced learners. <p><u>II-B-1 Safe Learning Environment</u></p> <ul style="list-style-type: none"> • Classroom expectations communicated • Use of activators and summarizers • Morning meeting • Consistent use of social competency programs/curriculum • Posting of rules/routines/expectations • Lesson plans with classroom routines defined • Layout of classroom to demonstrate specific learning centers or defined classroom spaces 	<p><u>III-B-2 Curriculum Support</u></p> <ul style="list-style-type: none"> • Home school communication notebooks • Letters home to parents • Newsletters, websites, blogs • Daily Bulletin • Call logs • Homework posted on website • Parent conference notes • Curriculum related links • Team meeting minutes <p><u>III-C-1 Culturally Proficient Communication</u></p> <ul style="list-style-type: none"> • Translated correspondences • Cultural diversity opportunity samples • Guidance meeting summary sheet 	<p><u>IV-C-1 Professional Collaboration</u></p> <ul style="list-style-type: none"> • Committee minutes • SST Meeting minutes • Grade level team meeting notes • Plans/materials created collaboratively • Data team meeting notes <p><u>IV-D-1 Decision-Making</u></p> <ul style="list-style-type: none"> • Team meeting/department/grade level agendas or notes • Record of input in decision making • Role in district-wide initiatives <p><u>IV-E-1 Shared Responsibility</u></p> <ul style="list-style-type: none"> • Sign off on ethics trainings and student records training • Classroom behavior management plans • Mandated reporting • Behavior/bullying reports • Protocols used to analyze student learning • Shared lesson modifications with colleagues <p><u>IV-F-1 Judgment</u></p> <ul style="list-style-type: none"> • Implements FERPA responsibilities • Shows due process in investigating discipline reports • Adheres to conflict of interest law • Electronic communications reflect appropriate tone and language
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<ul style="list-style-type: none"> Analyzes a variety of assessments to better understand student performance and the impact of his/her teaching Team meeting (IEP, 504, grade level/common planning, Data, SST, PLC) agendas, materials and follow plans Home/school planning Records of student progress (grade book, data summary sheets) <p><u>I-C-2 Sharing Conclusions With Colleagues</u></p> <ul style="list-style-type: none"> Team meeting (IEP, 504, grade level/common planning, Data, SST, PLC) agendas, materials and follow plans <p><u>I-C-3 Sharing Conclusions With Students</u></p> <ul style="list-style-type: none"> Uses and updates Aspen regularly Uses and updates teacher website regularly to post HW, assignments, and other content related materials Feedback (written or documented conferencing) Conference Reports Student participation in parent/teacher conferences 	<ul style="list-style-type: none"> Student surveys <p><u>II-B-2. Collaborative Learning Environment</u></p> <ul style="list-style-type: none"> Use of collaborative group work Uses multiple forms of media to foster communication skills Explicit instruction on how to operate within a group (i.e. norms, roles, work, processes); continuous modeling of effective group skills Effective use of peer editing, collaborative problem solving, etc. <p><u>II-B-3 Student Motivation</u></p> <ul style="list-style-type: none"> Positive, encouraging student feedback Use of technology tools and skills to personalize learning Interest surveys Reflection built in to writing tasks, study skill sessions, after tests Goal-setting Portfolio reflections Student-led conferences Lessons connected to real world application and student’s own lives. <p><u>II-C Student Learning Indicator</u></p>		<p><u>IV-F-2 Reliability & Responsibility</u></p> <ul style="list-style-type: none"> Attendance record Examples of paperwork turned in punctually Record of participation in school events Observations/records of participation in team meetings
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	<p><u>II-D-1 Respects Differences</u></p> <ul style="list-style-type: none"> • Strategies for closing the achievement gap • Lessons for advanced learners • Lessons including global issues and events • Lessons demonstrating cultural sensitivity <p><u>II-D-2 Maintains Respectful Environment</u></p> <ul style="list-style-type: none"> • Communicates concerns and/or initiates meetings with parents to address student problems • Use of social competency program to highlight common language • Follows district protocol to address potential bullying situations <p><u>II-E-1 High Expectations</u></p> <ul style="list-style-type: none"> • Adaptations to challenging materials and activities • Promotes students working together • Teacher facilitated goal setting with students <p><u>II-E-2 Access to Knowledge</u></p> <ul style="list-style-type: none"> • Differentiated lesson plans to meet the needs of diverse learners • Use of technology to assess student needs • Varied assessment techniques • Modified assessments • Meeting notes with inclusion personnel 		
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