



# Littleton Public Schools

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## Teach Point Collection of Evidence Expectations

The following guidelines are being provided to LPS faculty in an effort to standardize and communicate expectations related to collecting evidence and uploading it to Teach Point as part of the Educator Evaluation System.

- As outlined in the “Teach Point Forms and Process” document, throughout the evaluation cycle, the evaluator and educator will upload evidence related to the attainment of goals and the performance standards to the Summative Evaluation Report Form.
- Each educator should collect 1 piece of evidence for each of the LPS focus elements as listed below.
- Classroom teachers and SISPs – Specialized Instructional Support Personnel – should document the equivalent focus elements from their respective Performance Rubrics.
- If the educator chooses, through discussions with the primary evaluator, he/she may substitute 1 alternative element in place of one of the focus elements below.
  - **IA3: Well-Structured Units and Lessons**
  - **IB1: Variety of Assessment Methods**
  - **IB2: Adjustments to Practice**
  - **IIA2: Student Engagement**
  - **IIB1: Safe Learning Environment**
  - **IIB2: Collaborative Learning Environment**
  - **IVB1: Professional Learning and Growth**
  - **IVC1: Professional Collaboration**
  - **IIA3: Meeting diverse needs**
  - **IIC: Student Learning Indicator**
  - **IIC1: Culturally proficient communication**

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*Our mission is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society.*

- Each educator should collect and upload 3 pieces of evidence, one of which may be a reflection, for each SMART Goal.
- The evaluator retains the right to ask for additional evidence if necessary. The educator may also volunteer additional evidence.
- Each educator should document evidence of impact on student learning under Standard II.

[September 2021]

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