

## Tips for Evidence Collection

1. The list provided to you includes ideas and suggestions. They are not required items nor is it a comprehensive list. If you have other items specific to what you do, then please consider including them.
2. You do not need to collect evidence for all 56 indicators. Many of indicators will be evaluated during the observation phase.
3. In terms of evidence collection, you should focus more of your time thinking about Standards VI and VII, as these are not readily observable behaviors.
4. You do not need multiple items for each indicator – think about what the rubric is asking for and provide your best evidence for that indicator. Less is more!
5. Here is a process you may want to consider:
  - a. Sit down with the Professional Practice Form (this is the rubric that includes the 56 indicators we are emphasizing), along with the list of suggested evidence.
  - b. Begin to think about the things you do or have in relation to the indicators, beginning with Standards V, VI and VII. Highlight those items on the list that apply to you. (Many of the indicators in the other Standard areas will be addressed during your observation. However, your principals may still seek evidence during your discussions, such as your lesson plan, formative assessments, etc).
  - c. Add your personal ideas to the list.
  - d. Think about how you want to organize your portfolio (binder) and begin collecting evidence.
  - e. If you do this periodically, and with your colleagues when possible, it may not feel so overwhelming.
  - f. Congratulate yourself for being a true professional!!

# APPR

## Suggestions for Evidence

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Note: Not Required or  
Exclusive

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Administrators      October 2012

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# Evidence List - Suggestions

1	Knowledge of Students and Student Learning		
1.1b	Creates developmentally appropriate lessons	<ul style="list-style-type: none"> <li>• Lesson plans that show differentiation</li> <li>• Leveled Lessons</li> <li>• Centers/Jobs</li> <li>• Data folder</li> <li>• Formative assessment</li> <li>• Pre and post test</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps</li> <li>• Co-Teaching planning</li> <li>• PLC</li> <li>• Pre-set groups based on skill level</li> <li>• Use of IEPs, SMIs, SRIs, CBMs data</li> </ul>
1.2a	Uses strategies to support learning and language acquisition	<ul style="list-style-type: none"> <li>• Word Walls</li> <li>• Student Vocabulary</li> <li>• Sample Work</li> <li>• Student Reflections</li> <li>• Mega-cognitive activities</li> <li>• Ticket out the door</li> <li>• Student language during instruction</li> <li>• Common assessments</li> <li>• Fastmath</li> </ul>	<ul style="list-style-type: none"> <li>• Special education pre-teaching</li> <li>• Evidence of small group work</li> <li>• Professional networking</li> <li>• Strategies: Modeling</li> <li>• Use of ITIP strategies</li> <li>• Stations/Centers</li> <li>• Differentiation</li> <li>• Multiple modalities for different types of learners</li> </ul>
1.3b	Plans for student strengths, interests, and experiences	<ul style="list-style-type: none"> <li>• Differentiated lesson plans</li> <li>• Differentiated groupings</li> <li>• Differentiated projects</li> <li>• Student led lessons</li> <li>• Real life or hands-on experiences</li> <li>• Behavior plans</li> <li>• SMART Goals</li> <li>• RTiM/IEP Direct</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Communication notebooks</li> <li>• Planners</li> <li>• School to home folders</li> <li>• Conferences</li> <li>• Student interest surveys</li> <li>• Student journals</li> <li>• Student reflection</li> </ul>
1.4a	Communicates with parents, guardians, and/or caregivers	<ul style="list-style-type: none"> <li>• Parent Logs</li> <li>• Notes Home (copy)</li> <li>• Newsletters</li> <li>• Phone log</li> <li>• Communication notebook</li> <li>• Agendas</li> <li>• Blogs</li> <li>• E-mail log</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Fliers</li> <li>• Calendars</li> <li>• Web Pages</li> <li>• Take Home folders</li> <li>• Weekly checklist</li> <li>• Postcards</li> <li>• Student portfolio</li> <li>• Parent Portal</li> </ul>
1.6a	Understands technological literacy	<ul style="list-style-type: none"> <li>• Use of Computers in lesson</li> <li>• SMART Board</li> <li>• I-Pad cart</li> <li>• Computer lab</li> <li>• Audio support</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Resources</li> <li>• Flip cams/Cameras</li> <li>• Software</li> <li>• Multi-media integration</li> <li>• Smart music</li> </ul>

# Evidence List - Suggestions

2	Knowledge of Content and Instructional Planning		
2.1a	Understands key concepts and themes in the discipline	<ul style="list-style-type: none"> <li>• Cross-curricular projects /skills</li> </ul>	<ul style="list-style-type: none"> <li>• Chart with compare/contrast</li> </ul>
2.1b	Understands key disciplinary language	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Vocabulary usage outside of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Student dialogue</li> </ul>
2.2b	Incorporates individual and collaborative critical thinking and problem solving	<ul style="list-style-type: none"> <li>• Copies of student work</li> <li>• Reflection sheets</li> <li>• Lessons that show collaboration</li> <li>• Student teaching a fellow student</li> <li>• Cognitive engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting literature to history, current events, etc.</li> <li>• Teachers and student explore author's intent in relationship to the world around them.</li> </ul>
2.2c	Incorporates disciplinary and cross-disciplinary learning experiences	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Student driven lessons</li> <li>• Journals</li> <li>• Use of curriculum maps to connect disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Submitting student work</li> <li>• Student presentation</li> </ul>
2.3a	Designs instruction to meet diverse learning needs of students	<ul style="list-style-type: none"> <li>• Video of lesson</li> <li>• Lesson Plans - differentiation</li> <li>• Student work</li> <li>• Ability grouping</li> <li>• Enrichment intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities and learning games; whiteboards, posters, magazines, art items</li> <li>• Use various learning strategies</li> <li>• Learning modalities</li> </ul>
2.3b	Designs learning experiences that connect to students' life experiences	<ul style="list-style-type: none"> <li>• Bulletin boards</li> <li>• Video</li> <li>• Journal</li> <li>• Student Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Visual/auditory supplements: i.e. Smart boards, Senteos, blogs</li> </ul>
2.3c	Designs self-directed learning experiences	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Student objectives known</li> <li>• Student conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Class brainstorms</li> <li>• Differentiated instructional strategies</li> <li>• Use of student contracts/goals</li> </ul>
2.4b	Articulates learning objectives/goals with learning standards	<ul style="list-style-type: none"> <li>• Targets/Objectives posted</li> <li>• Student Data binders</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Curriculum maps</li> </ul>
2.5a	Designs instruction using current levels of student understanding	<ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• SRI Levels</li> <li>• SMI Levels</li> </ul>	<ul style="list-style-type: none"> <li>• Use of formative and/or summative assessments</li> <li>• DRA/DIBELS</li> </ul>
2.5b	Designs learning experiences using prior knowledge	<ul style="list-style-type: none"> <li>• KWL hung in room</li> <li>• Curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>• Connect to students' life experiences</li> </ul>
2.6c	Organizes time	<ul style="list-style-type: none"> <li>• Timeline/Planning Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson/Unit Plans</li> </ul>
2.6d	Selects materials and resources	<ul style="list-style-type: none"> <li>• Document resources used</li> </ul>	

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3	Instructional Practice		
3.1c	Engages students	<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Collaboration</li> <li>• Pod Cast</li> <li>• PBL</li> <li>• Smart Boards</li> <li>• Practice worksheets</li> <li>• Dueling Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Student led role playing</li> <li>• Technology utilized</li> <li>• ITIP</li> <li>• Philosophical chairs</li> <li>• Self –reflection verbal &amp; written</li> <li>• Debate</li> <li>• Bloom’s higher ordered thinking</li> </ul>
3.2a	Provides directions and procedures	<ul style="list-style-type: none"> <li>• Consistent verbal directions</li> <li>• Directions posted</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s web page</li> </ul>
3.2b	Uses questioning techniques	<ul style="list-style-type: none"> <li>• Students formulate and answer questions</li> <li>• Wait time</li> <li>• KWL</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophical chairs</li> <li>• Modeling</li> </ul>
3.2d	Communicates content	<ul style="list-style-type: none"> <li>• Variety of reinforcement</li> <li>• Oral and visual content</li> <li>• Reading you have done in the content area</li> </ul>	<ul style="list-style-type: none"> <li>• Shoulder-partners</li> <li>• Word clouds</li> <li>• Drawing out – vocabulary</li> <li>• Videos that show content</li> </ul>
3.3b	Articulates measures of success	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Tracking of student success</li> <li>• Student conferences</li> <li>• Graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Written Feedback</li> <li>• Mid-checks</li> <li>• Grading Policy</li> </ul>
3.3c	Implements challenging learning experiences	<ul style="list-style-type: none"> <li>• Leveled assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment activities</li> </ul>
3.4a	Differentiates instruction	<ul style="list-style-type: none"> <li>• Lessons show various teaching strategies</li> <li>• Groupings that show differentiation</li> <li>• Use of Technology: i.e., Prezi, YouTube, Movie Maker, Globster, Senteos, Flipbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility for students to demonstrate mastery learning</li> <li>• Differentiated projects</li> <li>• PBL</li> </ul>
3.4b	Implements strategies for mastery of learning outcomes	<ul style="list-style-type: none"> <li>• Self-assessment for students</li> <li>• Enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students teach classmate</li> </ul>
3.6a	Uses formative assessment	<ul style="list-style-type: none"> <li>• Peer evaluations</li> <li>• Student self-checks</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards</li> <li>• Senteo</li> </ul>
3.6b	Provides feedback during and after instruction	<ul style="list-style-type: none"> <li>• Check ins/outs</li> <li>• Exit ticket</li> <li>• Peer share</li> </ul>	<ul style="list-style-type: none"> <li>• Papers that are graded</li> <li>• Short oral response</li> </ul>

# Evidence List - Suggestions

4	Learning Environment		
4.1a	Interacts with students	<ul style="list-style-type: none"> <li>• Teacher personalizes comments to students</li> <li>• Rules posted</li> </ul>	<ul style="list-style-type: none"> <li>• Student journals</li> <li>• Student conferences</li> <li>• Communications with students</li> </ul>
4.1c	Reinforces positive interactions among students	<ul style="list-style-type: none"> <li>• Encouraging comments from teacher to student, student to student</li> </ul>	<ul style="list-style-type: none"> <li>• Model behavior</li> </ul>
4.2a	Establishes high expectations for achievement	<ul style="list-style-type: none"> <li>• Student projects</li> <li>• Student goals</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> </ul>
4.2b	Promotes student curiosity	<ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Students clubs promoted</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Guest speakers and presenters</li> <li>• Posters</li> <li>• Classroom decor</li> </ul>
4.3a	Establishes expectations for student behavior	<ul style="list-style-type: none"> <li>• Classroom rules posted</li> <li>• Group norms for group work</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule/ Daily routine posted</li> <li>• Standards of conduct, routines and procedure are clear and internalized</li> </ul>
4.3b	Establishes routines, procedures and transitions	<ul style="list-style-type: none"> <li>• Lessons that show transition between activities</li> <li>• Schedule posted</li> </ul>	<ul style="list-style-type: none"> <li>• Class expectation posted</li> <li>• Classroom routine posted</li> </ul>
4.4a	Organizes the physical environment	<ul style="list-style-type: none"> <li>• Pictures of classroom</li> <li>• Seating chart</li> <li>• Technology readily available</li> <li>• Physical environment is conducive to learning and safe</li> </ul>	<ul style="list-style-type: none"> <li>• Physical environment is conducive to learning and safe</li> <li>• Floor plan/Seating arrangement</li> </ul>
4.4b	Manages volunteers and/or paraprofessionals	<ul style="list-style-type: none"> <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Planning meetings with Paraprofessionals</li> </ul>
4.4c	Establishes classroom safety	<ul style="list-style-type: none"> <li>• Procedures posted</li> <li>• Confidential health record</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lockdown procedures available</li> <li>• Fire drill directions posted</li> </ul>

# Evidence List - Suggestions

5	Assessment for Student Learning		
5.1c	Aligns assessments to learning goals	<ul style="list-style-type: none"> <li>• Standards based assessments</li> <li>• Standards indicated on the test</li> <li>• Homework</li> <li>• Test</li> <li>• Class starters</li> <li>• Quiz (w/ notes)</li> <li>• Journal</li> <li>• Assessment matching state assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Tickets out door</li> <li>• Flashcards</li> <li>• Cheat Sheets</li> <li>• Projects/Labs</li> <li>• Pretests</li> <li>• Castle Learning</li> <li>• Quia Games</li> <li>• Formative and summative assessments</li> </ul>
5.1d	Implements accommodations and modifications	<ul style="list-style-type: none"> <li>• Checklist of student accommodation</li> <li>• Knowledge of students mods</li> <li>• Log of collaboration with specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Ready access to IEP's, BIPS, 504 Plans,</li> </ul>
5.2b	Uses assessment data to set goals and provide feedback to students	<ul style="list-style-type: none"> <li>• Student set goals</li> <li>• Reflection activities on tests</li> <li>• Reflective writing assignments</li> <li>• Copies of graded work with feedback</li> <li>• Item analysis</li> <li>• Timely Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Test Corrections</li> <li>• Interpret data to inform and improve instruction.</li> <li>• Student feedback</li> </ul>
5.3a	Accesses and interprets assessments	<ul style="list-style-type: none"> <li>• Review of test results</li> <li>• PLC review of test results</li> <li>• Use of Link-It</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level review of test results</li> <li>• Monitor and adjust assessments for validity</li> </ul>
5.4a	Understands assessment measures and grading procedures	<ul style="list-style-type: none"> <li>• Team meetings where you review assessment results</li> <li>• PD 360</li> </ul>	<ul style="list-style-type: none"> <li>• Research on assessment</li> <li>• Use of newest assessment strategies</li> </ul>
5.4b	Establishes an assessment system	<ul style="list-style-type: none"> <li>• Team meeting to adjust assessments and teaching</li> <li>• Copy of grading procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Link-It</li> </ul>
5.5b	Provides preparation and practice	<ul style="list-style-type: none"> <li>• Checklist used with specialist</li> <li>• Prepare students for various assessment formats with opportunities for practice</li> </ul>	<ul style="list-style-type: none"> <li>• Review classes</li> </ul>

# Evidence List - Suggestions

6	<b>Professional Responsibilities and Collaboration</b>		
6.1a	Demonstrates ethical, professional behavior	<ul style="list-style-type: none"> <li>• Monthly newsletters with positives</li> <li>• Acceptable Use Policy</li> <li>• Face-to-face interactions with students</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for support</li> <li>• Collaboration and communication w/ colleague, parents/guardians, community and students</li> </ul>
6.1b	Advocates for students	<ul style="list-style-type: none"> <li>• SBIT</li> <li>• Discussions with guidance</li> <li>• Design new course</li> <li>• Data Days</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call log</li> <li>• Progress monitor reports</li> <li>• Share materials with teachers</li> <li>• Student conferencing</li> </ul>
6.2a	Supports the school as an organization with a vision and mission	<ul style="list-style-type: none"> <li>• Knowledge of CDEP Plan</li> <li>• Inquiry Team</li> <li>• Building/district committee membership</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Community service</li> <li>• Post and follow district mission statement</li> <li>• Teacher web page</li> <li>• Parent logs</li> <li>• Team meetings</li> <li>• Posting mission/vision in classroom</li> </ul>
6.2b	Participates on an instructional team	<ul style="list-style-type: none"> <li>• Weekly logs</li> <li>• Half day professional development</li> <li>• PLC's</li> <li>• Grade level meetings- building and district level</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• PLC</li> <li>• Seeking out other teachers</li> </ul>
6.3a	Engages families	<ul style="list-style-type: none"> <li>• Phone Calls</li> <li>• Field trips</li> <li>• Open house</li> <li>• Student/teacher conference</li> <li>• Student/family survey</li> <li>• Online assessment reports</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• Conferences</li> <li>• Newsletters</li> <li>• PTA/PTC</li> <li>• Volunteers</li> <li>• 5 wk report</li> <li>• Email – weekly/quarterly</li> </ul>
6.4a	Maintains records	<ul style="list-style-type: none"> <li>• Collecting data</li> <li>• AIS Plans, IEPs</li> <li>• Report Cards</li> <li>• School tool</li> </ul>	<ul style="list-style-type: none"> <li>• AR</li> <li>• SRI</li> <li>• Reading Logs</li> <li>• Update curriculum map</li> </ul>
6.4c	Maintains classroom and school resources and materials	<ul style="list-style-type: none"> <li>• Classroom organization</li> <li>• Materials are ready</li> </ul>	<ul style="list-style-type: none"> <li>• Keep webpage updated</li> <li>• Lab Folder</li> </ul>
6.5d	Adheres to policies and contractual obligations	<ul style="list-style-type: none"> <li>• Knowledge of and adherence to teacher handbook</li> <li>• Knowledge of and adherence to contract</li> </ul>	<ul style="list-style-type: none"> <li>• Model appropriate speech/behavior</li> <li>• Attendance</li> <li>• Follows district/building procedures</li> </ul>



# Evidence List - Suggestions

<b>7 Professional Growth</b>			
7.1a	Reflects on evidence of student learning	<ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Bell ringers</li> <li>• Formative assessments</li> <li>• Gap analysis on unit tests</li> <li>• PLC data analysis</li> <li>• Common assessments</li> <li>• Evidence of change</li> </ul>	<ul style="list-style-type: none"> <li>• List of professional resources</li> <li>• Data Analysis</li> <li>• Progress Reports</li> <li>• Lesson planning based on student performance</li> </ul>
7.1b	Reflects on biases	<ul style="list-style-type: none"> <li>• Evidence of collaboration</li> <li>• Book study on Eric Jensen's work</li> <li>• Advocating for students (ESL/HSL)</li> </ul>	<ul style="list-style-type: none"> <li>• Book Studies, professional articles</li> <li>• Current related articles (research)</li> </ul>
7.1c	Plans professional growth	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• PLCs meetings</li> <li>• Seeking out experts</li> <li>• PD 360</li> </ul>	<ul style="list-style-type: none"> <li>• MLP</li> <li>• Professional organization memberships</li> <li>• Technology with Jen, conferences</li> <li>• Present to colleagues</li> </ul>
7.2b	Engages in professional growth	<ul style="list-style-type: none"> <li>• My Learning Plan Log</li> <li>• Informal peer evaluations</li> <li>• Webinars</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Books read</li> <li>• Attends workshops</li> <li>• Conferences, BOCES offerings</li> <li>• Collaboration with colleagues</li> </ul>
7.3a	Gives and receives constructive feedback	<ul style="list-style-type: none"> <li>• PLC Meeting Minutes</li> <li>• Invite a colleague in to observe</li> <li>• Continue PLC practice</li> <li>• Progress Reports, collaboration, teacher website, PTA meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/student surveys</li> <li>• Professional literature</li> <li>• Exit slips</li> <li>• Self reflection in TED workbook</li> </ul>
74.b	Expands knowledge base	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Research based lessons</li> <li>• Books read</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and keeps up to date in subject area</li> <li>• Curriculum mapping, join professional groups, organizations</li> </ul>