



Weymouth Educator Evaluation Evidence Suggestions



Standard	Proficiency Rubric	Possible Evidence		Student “looks like”	Teacher “looks like”
Element A4: Well Structured Lessons	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Units of study Objectives posted Student work samples Elements of 4Cs included in executing lessons	Evidence of Blooms Taxonomy Big ideas, essential questions Mid and EOU assessments	Essays Syllabus Homework Test Scores Collaboration Defend Opinions Students are listening Student summaries Expressed opinions Quick transitions Think-Pair-Share Routine	Website Rich tasks Posted objective Teacher prompts Quick transitions Refers to accountable talk Encourage and support questions
Element C1: Analysis and Conclusions	Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from thorough analysis of a wide range of data to improve student learning, growth, and development.	Units of study Objectives posted Student work samples Mid and EOU assessments	Elements of 4Cs included in lessons Evidence of Blooms Taxonomy Big ideas, essential questions Elements of UDL principles in	Collaboration Think, Pair, Share Restate information Accountable to knowledge Students can articulate objective	Re-voice Wait time Lessons designed based on data each other prompting to check for understanding
Element A1: Quality of Effort and Work	Consistently defines high expectation for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors	Objectives/criteria for success posted Teacher language (process focus, growth orientation) Understands consistent effort is the main determinant of success Tells students that you will not accept anything less than their best Use of 21st century technology skills to foster student collaboration Uses procedures to allow students to correct mistakes, make up work Promotes, “This is important. You can do it. I will not give up on you.” - SST Language	Rubrics published and shared with students; in advance Student work displayed with a description Retakes and make-up work Walkthrough forms Course syllabus	Rigorous thinking Clear explanations Students participating Students have questions	Blooms order of questioning Ask students to explain, defend Statement of expectations for discussions
Element B1: Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Teacher greets students Posting of rules/routines/expectations Clear response to behavior that disrupts learning Teacher responses to students are encouraging in tone Varied strategies for encouraging maximum participation Consistent use of social competency programs/curriculum Students demonstrate compliance and/or explain classroom expectations Strong lesson framework that follows posted agenda; yet demonstrates flexibility	Uses proximity to manage student behaviors Effective use of activators and summarizers Norms for classroom discussion No secret grading policies Demonstrates “withitness” Smooth transitions Morning meeting	Raised hands Take academic risks Follows rules/expectations Begins work as soon as they enter the learning space	“No hands” Provide wait time Physical presence Facilitate accountable talk Allow time for collaboration Provide questions in advance Statement of expectations for peer listening
Element: D1: High Expectations	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Demonstrates: all children are capable of high achievement, not just the fastest or the most confident Allows for students to master content outside of the pace of the class Promotes consistent effort is the main determinant of success Promotes students working together		Group work Students challenge each other Knowledge, and rigorous thinking Accountable to the learning community, Students defend their perspective to peers	Project based learning Blooms order of questioning Pushing students toward rigorous thinking Generalization of expectations to different settings, populations, and contexts Encouraging higher order thinking
Elements D3: Access to Knowledge	Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Varies presentation Differentiates instruction Uses a variety of: student groupings, teaching styles, ways to demonstrate learning, inclusive of technology, assessment techniques	Use of technology to assess student needs Guest Speakers	Q-Chart KWL chart Question starters	Starters Prompting Use of wait time Variety of assessments Charts Probing
Element A1: Parent/Family Engagement	Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.	Newsletters, Parent Coffees Portfolio Sessions Proactively arranges for translators for families who need translation	Multiple attempts to schedule conferences, Participates in school community events Responds to emails in a timely manner		Emails Sharing of tests and lessons
Element C1: professional Collaboration	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.	Contributes data to the student learning goal. Actively participates in PLC meetings (School /District) Prepares in advance for PLC meetings (School/District) Collaborates with colleagues to provide accommodations and modifications written on an intervention plans.			Active participation in PLC's Accountable to team



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