

Copyright © 2010 Pearson Education, Inc. or its affiliate(s). All rights reserved. Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004. Standard I: Knowledge of Students

Teachers demonstrate knowledge of how students develop and learn and how to support development and learning for all students.

Standard II: Understanding and Organizing Content for Student Learning

Teachers demonstrate knowledge of the content they teach and how to organize and present content in ways that ensure learning for all students.

Standard III: Instructional Planning and Design

Teachers plan effective, data-driven instruction that advances learning for each student.

<u>Standard IV: Instructional</u> <u>Delivery</u>

Teachers deliver instruction that engages students and promotes each student's achievement of learning goals.

Standard V: Learning Environment

Teachers create a learning environment that promotes achievement and growth for all students.

Standard VI: Assessment

Teachers use multiple assessment techniques to monitor student progress, evaluate instructional effectiveness, and modify instruction.

Standard VII: Professional Development and Collaboration

Teachers assume responsibility for their professional growth, performance, interactions, and involvement in the learning community. Element IV.1: Teachers use research-based practices to deliver instruction that motivates and engages students in learning.

Element IV.2: Teachers communicate clearly and accurately and use questioning and discussion to promote student engagement and learning.

Element IV.3: Teachers meet diverse learning needs and modify instruction using a variety of strategies, resources, and technologies.

Element IV.4: Teachers promote learning and higherorder thinking by engaging students in inquiry and problem solving in authentic contexts.

Element IV.5. Teachers provide instruction that supports all students' cognitive, social, emotional, and personal development.

Element IV.6: Teachers provide students with ongoing feedback on their performance and adjust lessons in response to student engagement and performance. Performance Outcome with Example of Observable Behavior/Skills Uses appropriate technologies to support and enhance differentiated instruction.

Performance Outcome with Example of Observable Behavior/Skills

Integrates technology into differentiated student work assignments

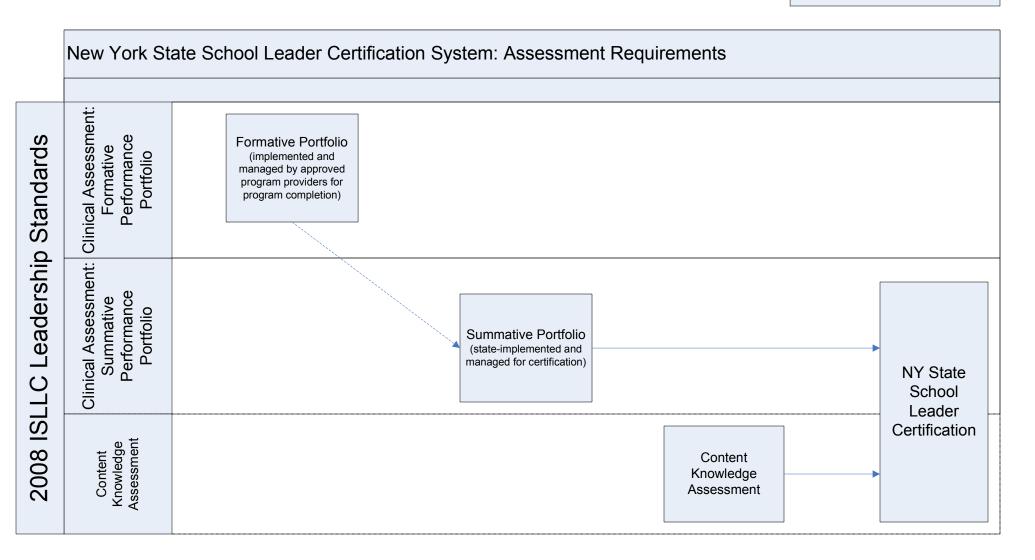
Performance Outcome with Example of Observable Behavior/Skills

Selects instructional approaches that provide students with opportunities to use different performance modes

Assessed by Portfolio:

Candidates submit portfolios that may include:

- Content- and grade level- specific lesson plans that use technology to enhance instruction - Video-recorded classroom activity featuring the use of technology by teachers and students - Reflective journal entries evaluating the effectiveness of technology in achieving defined lesson outcomes, including ideas for improvement



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2008 ISLLC Standards – Portfolio Assessment Alignment Attachment B – Page 2 Example Presented of Standard II: Function I Standards - Portfolio Alignment

Standard I

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard II

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard III.

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard IV.

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard V. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard VI.

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Function A: Nurture and sustain a culture of collaboration, trust, learning, and high expectations

Function B: Create a comprehensive, rigorous, and coherent curricular program

Function C: Create a personalized and motivating learning environment for students

Function D: Supervise instruction

Function E: Develop assessment and accountability systems to monitor student progress

Function F: Develop the instructional and leadership capacity of staff

Function G: Maximize time spent on quality instruction

Function H: Promote the use of the most effective and appropriate technologies to support teaching and learning

Function I. Monitor and evaluate the impact of the instructional program Performance Outcome with Example of Observable Behavior/Skills

Reviews and analyzes student assessment data

Performance Outcome with Example of Observable Behavior/Skills

Conducts routine walkthroughs of classrooms to evaluate teacher instruction and student engagement

Performance Outcome with Example of Observable Behavior/Skills

Uses teacher evaluation results for curricular and instructional decisionmaking Assessed by Portfolio: Candidates submit portfolios that may include:

- An example of an analysis of two student assessment data sets, showing and explaining student growth over time

- Documentation of results of a walk-through, including summary evaluation of strengths and areas for improvement

- An analysis of connections between teacher evaluation results and specific decisions related to curriculum and instruction

- Reflective journal entries evaluating the effectiveness of evaluations and analyses in achieving student learning goals