

Criteria for Success Evaluation

Context

The context section presents sufficient information about the teacher's assignments and students taught over the period of the evaluation.

Claims/judgments

- A. The report illustrates an understanding of the Performance Standards through clear, focused claims.
- B. There are two or three claims for each standard.
- C. The conclusions drawn throughout the report are supported by the data.

Evidence

- D. There is adequate and matched evidence cited to support the claims.
- E. The report contains evidence from *multiple sources* in addition to classroom observations [participation in meetings, communication with parents or peers, samples of student work, etc.] that support specific claims.

Impact

- F. The report explicitly addresses the impact of the teacher's skills on student achievement including analysis of student progress taken from a variety of sources both formal and informal.

Professional growth

- G. The report conveys a clear sense of the teacher's professional growth during the entire evaluation period and *its impact on his/her current practices*.
- H. The report includes the teacher's self-evaluation, reflection, and *goals* for future growth.

Final rating

The final rating is justified by the claims and evidence.

Criteria for Success Evaluation

| Criterion | Self- Assessment |
|--|---------------------|
| <p>Context The context section presents sufficient information about the teacher's assignments and students taught over the period of the evaluation.</p> | |
| <p>Claims/judgments</p> <ul style="list-style-type: none"> A. The report illustrates an understanding of the Performance Standards through clear, focused claims. B. There are two or three claims for each standard. C. The conclusions drawn throughout the report are supported by the data. | |
| <p>Evidence</p> <ul style="list-style-type: none"> D. There is adequate and matched evidence cited to support the claims. E. The report contains evidence from <i>multiple sources</i> in addition to classroom observations [participation in meetings, communication with parents or peers, samples of student work, etc.] that support specific claims. <p>Impact</p> <ul style="list-style-type: none"> F. The report explicitly addresses the impact of the teacher's skills on student achievement including analysis of student progress taken from a variety of sources both formal and informal. | |
| <p>Professional growth</p> <ul style="list-style-type: none"> G. The report conveys a clear sense of the teacher's professional growth during the entire evaluation period and <i>its impact on his/her current practices</i>. H. The report includes the teacher's self-evaluation, reflection, and <i>goals</i> for future growth. | |
| <p>Final rating The final rating is justified by the claims and evidence.</p> | |