

Domain 3.3

Professional Practice:

Reflects on practice, data and student work to improve future instruction

Descriptors:

- Researches and examines ways to improve instructional effectiveness.
- Analyzes trends and patterns in student achievement/growth data to improve instruction.
- Self assesses to identify area of pedagogical strengths and weaknesses.
- Evaluates effectiveness of lessons and units.
- Engages in discussions about instructional improvement.
- Knows what data to collect and the reasons it is relevant.
- Reflects on their practice to improve student learning
- Evaluates effectiveness of specific strategies and behaviors across different groups of students.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher engages in reflective thinking to improve instruction during lessons as well as future instruction.</i>	<i>Clear evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Some evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Little or no evidence that the teacher engages in reflective thinking to improve future instruction.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers *Artifacts align with observable evidence: Atlas, PLC minutes, journals, notes on lesson plans	Documented Evidence 1. Lesson plans consistently contain evidence that student achievement/growth data drives instruction 2. Lesson plans consistently contain methods to improve instruction that facilitate differentiation 3. Consistently collects and uses multiple data sources to inform instruction 4. Lesson plans consistently reflect differentiated instruction to address the academic readiness of students	Documented Evidence 1. Lesson plans contain evidence that student achievement/growth data drives instruction 2. Lesson plans consistently contain methods to improve instruction 3. Consistently collects and uses data to inform instruction. 4. Lesson plans consistently reflect the academic readiness of students	Documented Evidence 1. Lesson plans contain little evidence that student achievement/growth data drives instruction 2. Lesson plans contain few methods to improve instruction 3. Inconsistently collects and uses data to inform instruction 4. Lesson plans inconsistently reflect the academic readiness of students	Documented Evidence 1. Lesson plans contain no evidence that student achievement/growth data drives instruction 2. Lesson plans do not contain methods to improve instruction 3. Does not collect any data to inform instruction 4. Lesson plans do not reflect the academic readiness of students

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher engages in reflective thinking to improve instruction during lessons as well as future instruction.</i>	<i>Clear evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Some evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Little or no evidence that the teacher engages in reflective thinking to improve future instruction.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observation Evidence <ol style="list-style-type: none"> 1. Consistently checks for understanding and adjusts instruction that facilitates student engagement 2. Facilitates discussions about lessons and data 3. Instructional decisions are consistently supported by data and illustrate interdisciplinary planning 4. Consistently engages in self-reflection for professional growth and action research 	Observable Evidence <ol style="list-style-type: none"> 1. Consistently checks for understanding and adjusts instruction 2. Consistently engages in discussions about lessons and data 3. Instructional decisions are consistently supported by data 4. Consistently engages in self-reflection and a commitment for continued professional growth 	Observable Evidence <ol style="list-style-type: none"> 1. Sometimes checks for understanding but does not always adjust instruction 2. Inconsistently engages in discussions about lessons and data 3. Decisions are inconsistently supported with data 4. Limited self-reflection for minimal professional growth 	Observable Evidence <ol style="list-style-type: none"> 1. Does not check for understanding 2. Does not engage in discussions about lessons or data 3. Decisions are not supported by data 4. Does not engage in self reflection for professional growth