

Teacher Specialist Evaluation Evidence Examples

1. **Standard 1: Learner Development** – The teacher (specialist) understands cognitive, linguistic, social, emotional and physical areas of student development.



- 1.1. **The teacher specialist collaborates with colleagues and other professionals to identify or create developmentally appropriate and challenging learning experiences.**
 - Notes from collaboration meetings with other teachers and other specialists
 - **Agenda/Notes from PLCs**
 - Agenda/Notes from state meetings or meetings with other districts
 - Plan outlines for professional development
 - Emails from parents
- 1.2. **The teacher specialist communicates with families, colleagues, or other professionals to promote student growth and development.**
 - **Staff meeting agendas and notes**
 - Notes from meetings with colleagues
 - Certificate from conferences and how information is used to promote student growth
 - Website with parent section you've created
 - Examples of communication to families
 - Examples of shared Google Docs
 - Email from parents, guidance counselors, etc.

2. **Standard 2: Learning Differences** – The teacher (specialist) understands individual learner differences and cultural and linguistic diversity.



2.1. The teacher specialist encourages the use of and/or provides instruction in the use of multiple effective strategies to address diverse learning strengths and needs.

- Certificate of attendance at SIOP or WIDA trainings (Or other similar trainings)
- Agenda from professional development where you've presented various strategies
- **Notes from consultations with teachers**
- Lesson plan showing strategies
- Data used to analyze different learner needs
- Materials shared with others regarding differentiations

2.2. The teacher specialist incorporates tools of language development for English Language Learners into professional practices.

- **Certificate from ALS trainings such as SIOP/WIDA/REACH**
- Logs/notes from consultation with ALS
- Agenda or presentation regarding diversity and language training
- Logs/notes regarding use of ALS materials in coaching
- Data showing growth of EL students

3. **Standard 3: Learning Environments** – The teacher (specialist) works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.



3.1. The teacher specialist understands and models a variety of strategies to effectively maintain a positive learning environment.

- Observation data to support student engagement
- **Agenda from professional development on classroom management**
- Notes from collaborating regarding classroom management
- Logs/notes from coaching
- Agenda from professional development on culturally responsive teaching
- Activities used with others to help build positive environment

3.2. The teacher specialist collaborates to establish a positive learning environment of openness, respectful interactions, support, and inquiry.

- **Log of PLC and other school meeting attendance**
- Schedule of coaching or modeling in classroom
- Email from teachers or principals
- Feedback from professional development

4. Standard 4: Content Knowledge – The teacher (specialist) understands the central concepts, tools of inquiry, and structures of the discipline.



- 4.1. **The teacher specialist knows the content of the discipline and conveys accurate information and concepts.**
 - A presentation where you've covered specific accurate content
 - Curriculum resources created based on content
 - An agenda of professional development you've offered that covers your content
 - Handouts provided to teachers covering content
 - Certificates of attendance at conferences that deepen your content knowledge
- 4.2. **The teacher specialist demonstrates an awareness of the Utah Core Standards.**
 - Notes from working with others on Utah Core Standards
 - Agenda from professional development you've created and/or taught regarding Utah Core Standards
 - Lesson plans you've created connected to Utah Core Standards
 - Assessments you've created connected to Utah Core Standards
 - Websites connecting teachers with Utah Core Standards
 - SLOs you've created connected to Utah Core Standards
- 4.3. **The teacher specialist applies methods of inquiry and multiple representations of concepts that capture key ideas.**
 - Examples of professional development plans and/or activities
 - Examples of professional development handouts
 - Lesson plans with questions using higher level thinking
 - Schedule of when you model in classrooms
 - Agenda from classes taught or created
- 4.4. **The teacher specialist supports the accurate and meaningful use of academic language.**
 - Agenda or presentation showing the use of academic language in professional development
 - Lesson plan or activity demonstrating use of academic vocabulary
 - Materials that show appropriate use of academic language
5. **Standard 5: Assessment** – The teacher (specialist) uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide

planning and instruction, and determine whether the outcomes described in content standards have been met.



- 5.1. **The teacher specialist designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives, include targets, and engage the learner in demonstrating student growth performance.**
 - Assessments you've created and shared with others
 - SLOs you've created that match learning objectives
 - Assessments and data you've worked on with teachers
- 5.2. **The teacher specialist uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.**
 - Reports used to identify progress and follow up with schools
 - Log describing how JPAS results are used to set goals
 - Data used to make recommendations or guide decisions
 - Notes from consulting with others on the use of data to guide instruction
- 5.3. **The teacher specialist understands appropriate and ethical assessment principles and procedures.**
 - Certificate of ethics completion
 - SLOs or other assessments created following ethical assessment procedures
- 5.4. **The teacher specialist understands and identifies the elements of quality work and provides timely and descriptive feedback.**
 - Feedback samples provided to teachers
 - Notes from a debriefing session
 - Log from a coaching session
 - Response to teacher's email
 - Follow-up email from training
6. **Standard 6: Instructional Planning** – The teacher (specialist) plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.



- 6.1. **The teacher specialist individually and collaboratively evaluates learning experiences that are appropriate for reaching standards relevant to learners and based on principles of effective instruction.**
 - **Example of SLO development**
 - Logs/notes of discussions with faculties regarding “rigor”
 - Evidence of participation in “unpacking standards”
 - Website creation and maintenance with unit and lesson materials evaluated often
 - List of interventions used with teachers and evidence of the effectiveness of the intervention
- 6.2. **The teacher specialist promotes higher order learning opportunities and understands cross-disciplinary instruction to purposefully engage learners in applying content knowledge.**
 - Curriculum map you’ve developed showing cross-disciplinary opportunities
 - Schedule of special projects/programs for students to apply knowledge (science fair, Olympiad, STEM Academy, dance festivals, student operas, concerts,etc.)
 - **Lesson plan that you have used with teachers that includes hands-on opportunities for students**
 - Notes from collaboration meetings with other specialists to integrate concepts
 - Agenda from professional development where literacy standards are introduced to content area teachers
 - Sample lessons created that integrate content areas
7. **Standard 7:Instructional Strategies** – The teacher (specialist) uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.



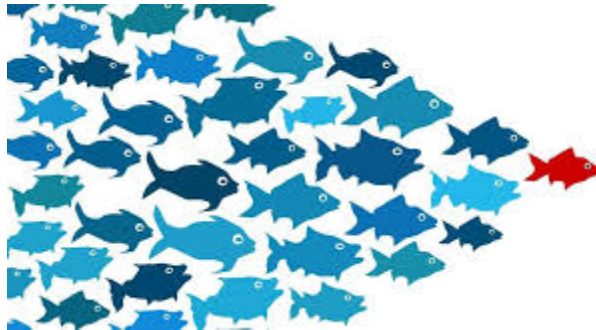
- 7.1. The teacher specialist understands a range of developmentally, culturally, and linguistically appropriate instructional strategies and supports development of higher order skills and real-world applications.**
- A list of strategies you regularly share with and model for teachers and an explanation of how you share those strategies
 - Curriculum materials that you've created that include these types of instructional strategies
 - Logs/notes showing how you helped teachers use these strategies
 - Documentation from coaching on these strategies
 - Examples of real-world applications or higher-order skills used in instruction
 - Evidence of attendance at SIOP, REACH, WIDA trainings and use of instruction
- 7.2. The teacher specialist supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources from quality, accuracy, and effectiveness.**
- Certificates from technology courses taken and documentation of how skills have been applied
 - A lesson plan that makes use of technology
 - An example of a multi-media or technology resource you've used and write why it was effective
 - A list of specific websites you use and why you use them
 - Examples of YouTube videos, video tutorials or other multimedia you've created
 - Example of a website you've developed
 - Example of how you use social connections
 - List of teaching channel videos used in professional development courses
- 8. Standard 8: Reflection and Continuous Growth** – The teacher (specialist) is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.



- 8.1. The teacher specialist independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning, and to reflect on and adapt planning and practice.**
- Notes from meetings where data were used to determine next steps or guide decisions
 - Data samples that were used to make planning decisions
 - Feedback from PD used to guide decisions
- 8.2. The teacher specialist actively seeks professional, community, and technological learning experiences as supports for reflection and problem solving.**
- Certificate of attendance of agenda from conference
 - Transcripts from JPLS or Canvas
 - Feedback forms from professional development you taught
 - Minutes from PLCs or other meetings that helped with problem solving or reflection
 - Evidence of learning a new skill that supports job
 - Reflective journal
 - Minutes from PLCs or other meetings applicable to indicator
- 8.3. The teacher specialist recognizes and reflects on personal and professional biases, and accesses resources to deepen understanding of differences to build stronger relationships, and create more relevant learning experiences.**
- Survey to stakeholders
 - Written reflection of how differences were addressed and relationships strengthened
 - Email response written in response to a bias in order to build better communication and relationships
 - Professional reading used to help address biases or differences and build relationships ([Four Ways Teachers Can Reduce Implicit Bias](#))
 - Minutes/notes from a PLC or other meeting where biases or differences were discussed and addressed to build stronger relationships
- 8.4. The teacher specialist actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.**

- Certificate of attendance or agenda from conference or class
- Example of applying new information in job
- Program from conference where you presented
- Personally published article
- Evidence of professional membership
- Research articles that have been used in job

9. **Standard 9: Leadership and Collaboration** The teacher (specialist) is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.



- 9.1. **The teacher specialist prepares for and participates actively as a team member in decision-making processes and building a shared culture.**
- Notes from PLCs or other collaboration meetings
 - Agendas from collaboratively-developed professional development
 - Calendar showing attendance at meetings
 - Curriculum or training materials that you have developed and shared
- 9.2. **The teacher specialist participates actively as part of the learning community, sharing responsibility for decision-making and accountability.**
- Calendar showing attendance at PLC meetings
 - Notes from PLC or other meetings
 - Samples of resources shared with others
 - Shared Google Docs
 - Notes from meetings with BTS specialists from other schools/districts
- 9.3. **The teacher specialist advocates for the learners, the school, the community, and the profession.**
- Documentation of visits with school administrators, community members, etc.
 - Schedule of meetings with community members
 - Schedule of events attended at schools with parents (literacy nights, community nights, PTC, etc.)
 - Copy of letter sent to legislature through Art Works for Kids, advocating for the retention of the BTS grant.
- 9.4. **The teacher specialist works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.**

- An example of a plan to meet student needs
- An agenda from a PLC or other meeting where student needs were discussed
- Training materials or resources used to help teachers meet needs of diverse learners

9.5. The teacher specialist engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

- Log of professional development experiences
- Certificate from professional learning experiences
- Agenda or presentation to colleagues or teachers on compliance
- Presentation from a class that you taught
- Certificate of professional membership
- List of professional readings and how information was used

10. **Standard 10: Professional and Ethical Behavior** – The teacher (specialist) demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.



- 10.1. The teacher specialist is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- 10.2. The teacher specialist is responsible for compliance in performing assigned duties and carrying out the responsibilities of the profession, including role model responsibilities.
- 10.3. The teacher specialist takes responsibility to understand professional requirements, to maintain a current Utah educator license, and to complete upgrades, renewals, and additional requirements in a timely way.
- 10.4. The teacher specialist keeps accurate records and maintains integrity and confidentiality in matters concerning records and collegial consultation.
- 10.5. The teacher specialist maintains professional demeanor and appearance.