

Table 3. Multiple Measures Aligned to the Model Core Teaching Standards for Teacher Evaluations

		MODEL CORE TEACHING STANDARDS									
		DOMAIN 1 The Learner and Learning			DOMAIN 2 Content		DOMAIN 3 Instructional Practice			DOMAIN 4 Professional Responsibility	
		#1 Learner Development	#2 Learning Differences	#3 Learning Environments	#4 Content Knowledge	#5 Application of Content	#6 Assessment	#7 Planning for Instruction	#8 Instructional Strategies	#9 Professional Learning and Ethical Practice	#10 Leadership and Collaboration
MULTIPLE MEASURES Evaluation of a teacher's performance includes measures from all three categories of evidence: (A) Professional Practice <i>Measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning.</i>	a. Classroom Observation of Instructional Practice Evaluator's observation, documentation and feedback on teachers' professional practices; both Informal and Informal observations										
		b. Examination of Artifacts Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work									
(B) Professional Responsibilities <i>Measures of the teacher's progress toward his or her own professional goals and contribution to schoolwide goals.</i>	Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal:										
(C) Student Learning and Growth <i>Quantitative measures of the teacher's impact on a student (or sets of students) as measured by multiple sources of student data over time.</i>	a) Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21 st century skills. b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach. Category 1: State or national standardized tests Category 2: Common national, international, regional, district-developed measures Category 3: Classroom-based or school-wide measures										