

Evidence for teachers may include, but is not limited to:

- evidence of whole-group and individual student performance as measured by state, local, formal, and informal assessments linked to your goal;
- samples of student work, or surveys from students, staff, board, and/or community;
- changes in lesson plans over time and effect on student learning;
- ongoing documentation of classroom management techniques and results;
- journal summaries documenting samples of pupil errors and analysis of teacher interpretations of errors;
- action research projects and results;
- application of knowledge, skills, and dispositions gained from college, university, or technical college course work;
- curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures; and
- summaries of supervisor and mentor comments of classroom performance over the licensure cycle.

Evidence for administrators and pupil service personnel may include, but is not limited to:

- evidence of impact on student learning as measured by state, local, formal, and informal assessments;
- strategic plans (indicates student learning, how planning occurred, etc.);
- recognition of building level performance