



## Supporting the Ohio Teacher Evaluation System: An Aspirations Crosswalk of Ohio Standards for the Teaching Profession and the Teacher Evaluation Rubric Including Next Practices

The Aspirations/OTES Crosswalk is designed to help teachers and administrators make the connection between Ohio's Standards for the Teaching Profession and student engagement. As such, this document indicates the relationship between OTES and iKnow My Class survey results for improving relationships, engagement, and teaching at the classroom level.

Teacher evaluation systems should support teacher growth and development. However, often teachers don't have access to resources that support their specific goals. The iKnow My Class survey provides individual teachers and administrators with student experiences of engagement in their classes. Teachers can use this information in support of their OTES performance goals. This student voice data, when added to the current observation and walkthrough protocols add an important and necessary third dimension to the evaluation process.

The crosswalk was developed using the ODE-OTES template for Assessment of Teacher Performance Evaluation as a guide. The Instructional Planning column lists the Standards. The second column is a combination of Skilled and Accomplished Indicators used in Teacher Evaluations. The third column has the Aspirations Connection/iKMC survey statements that align with the specific standard (S) and indicator (I) being evaluated. The fourth column has Next Practices and other resources that are available to improve the Standard or Indicator being evaluated. Below each area being evaluated is a list of essential questions that will help guide teachers and administrators through the section being evaluated. These questions are drawn out of the Understanding and Using the Standards from the Standards for Ohio Teachers document and from QISA staff.

| <b>Instructional Planning</b> | <b>Indicators for Teacher Performance Evaluation Rubric</b> | <b>Aspirations Connection iKnow My Class Statement</b> | <b>Next Practices for Evaluators to Share with Teachers</b> |
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We look forward to continuing to support you and your colleagues throughout the state of Ohio. We hope this resource helps to improve the teaching and learning environment at your school. If you have any questions, comments or concerns in regards to this resource please send them to us at [info@qisa.org](mailto:info@qisa.org).

Aspirations Crosswalk of OSTP and Teacher Performance Evaluation Rubric with Next Practices

| Instructional Planning  | Indicators for Teacher Performance Evaluation Rubric  | Aspirations Connection<br>iKnow My Class Statement  | Next Practices for Evaluators to Share with Teachers   |
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| <p style="text-align: center;"><b>FOCUS FOR LEARNING</b></p> <p><b>Standard 4: Instruction</b></p> <p><b>Teachers plan and deliver effective instruction that advances the learning of each individual student.</b></p>   | <p>The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs.</p> <p>The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.</p> | <p>I am encouraged to use my imagination.</p> <p>I am able to express my ideas and opinions in this class.</p> <p>I put forth my best effort in class.</p> <p>I am confident in my ability to learn what is being taught.</p> <p>I am bored in this class.</p> <p>This class challenges my thinking.</p> <p>The homework in this class helps me understand the subject better.</p> <p>I see how this class relates to my other classes.</p> <p>In this class, we discuss issues that are interesting to me.</p> <p>The teacher presents lessons in ways I understand.</p> | <p>Teach and implement student-led conferences (SLC). Explore <a href="#">SLC videos</a>, <a href="#">information and resources on SLC</a>, and this <a href="#">SLC planning template</a>.</p> <p>Use templates to help students learn <a href="#">how to set goals</a> in general, as well as establish <a href="#">learning goals</a> and <a href="#">short term goals</a>. Revisit established goals on a regular basis.</p> <p>Learn about and use <a href="#">differentiated instruction</a>. <a href="#">Homework and practice</a> provides resources and a PDF file on research guidelines for homework.</p> <p>Have students complete a <a href="#">learning style inventory</a> and tailor lessons to accommodate their styles.</p> <p>Use results from your students' <a href="#">Interest Surveys</a> and show how their interests are connected to topics in your class, as well as other classes.</p> <p>Have students create <a href="#">rubrics</a> and use the following apps to inspire creativity:</p> <ul style="list-style-type: none"> <li>• <a href="#">toontastic app (cartoon maker)</a></li> <li>• <a href="#">iMovie</a></li> </ul> |
| <p>How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student's are engaged? Do they lose themselves in the activity or lesson? Or are they going through the motions? Have you asked your students how best they learn? Do they move or interact throughout your class? Do they opportunities to tailor their learning experiences? When considering your lessons, are you thinking of all students you reach, are you aware of the cultural, racial, socio-economic differences? How do you hook and sustain engagement over the course of a unit, quarter, semester? Do you collaborate with your peers and share best practices on a regular basis?</p> |   |   |  |

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| <p style="text-align: center;"><b>ASSESSMENT DATA</b></p> <p><b>Standard 3: Assessment</b></p> <p><b>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</b></p>   | <p>The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans</p> <p>Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.</p> | <p>I evaluate and improve my work on a regular basis.</p> <p>I have personal goals for my learning in this class.</p> <p>I am able to communicate what I have learned in relevant ways to different people.</p> <p>I have an opportunity to influence my classmates' thinking.</p> <p>I am confident in my ability to learn what is being taught.</p> <p>I am bored in this class.</p> <p>This class challenges my thinking.</p> <p>The homework in this class helps me understand the subject better.</p> <p>My grades on assignments, tests, and/or quizzes represent what I know.</p> | <p>Have students set self-assessed learning goals – personal, academic, and social/behavioral. One suggested format to follow: <a href="#">Plan-Do-Check-Adjust</a>.</p> <p>Read <a href="#">Healthier Test Taking</a> by Grant Wiggins discussing authentic assessment.</p> <p>Provide students with opportunities to revise and redo their work.</p> <p>Use the My Aspirations Action Plan <a href="#">MAAP</a> as a tool for students to assess their learning. (Note – contact QISA field team members for more information).</p> <p>Use peer editing and other feedback opportunities with students.</p> <p>Use <a href="#">iKnow My Class</a> survey.</p> <p>Co-teach a lesson with students.</p> <p>Use the <a href="#">Socrative app</a> to promote and support dialogue and high level thinking skills.</p> |
| <p>Do you understand and effectively use varied assessments? How do you use the data your assessments produce? What types of formative or summative instruments do you use? How do you analyze data to monitor progress and learning, and to plan, differentiate and modify your instruction? Are your students involved with any form of self-assessment? Are you providing multiple opportunities for your students to demonstrate their understanding or mastery of content? Are your assessments tailored to multiple intelligence or all different types of learning styles? Do you know what your student’s predominant learning style is? How do you determine the best way to deliver instruction?</p> |   |  |  |

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| <p style="text-align: center;"><b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b></p> <p><b>Standard 1: Students</b></p> <p><b>Teachers understand student learning and development and respect the diversity of the students they teach.</b></p> <p><b>Standard 2: Content</b></p> <p><b>Teachers know and understand the content area for which they have instructional responsibility</b></p> <p><b>Standard 4: Instruction</b></p> <p><b>Teachers plan and deliver effective instruction that advances the learning of each individual student.</b></p> <p><b>Add to homework assignments in many forms:</b></p> | <p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner’s prior knowledge and supporting their development.</p> <p>The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p> | <p>I feel comfortable asking questions in class.</p> <p>I am able to express my ideas and opinions in this class.</p> <p>I evaluate and improve my work on a regular basis.</p> <p>I am able to communicate what I have learned in relevant ways to different people.</p> <p>I explore issues, events, and problems from different perspectives. The homework in this class helps me understand the subject better.</p> <p>I am bored in this class.</p> <p>This class challenges my thinking.</p> <p>I see how this class relates to my other classes.</p> <p>I understand how I can apply what I am learning in my everyday life.</p> <p>In this class, we discuss issues that are interesting to me.</p> <p>I believe what I am learning in this class is important for my future.</p> <p>The teacher allows students time to think and solve problems.</p> | <p>Use <a href="#">Homework Spot</a> as a reference for students, or connect it to an assignment.</p> <p>Differentiate your homework assignments. <a href="#">Homework and practice</a> provides resources and a PDF file on research guidelines for homework.</p> <p>Have students complete a <a href="#">learning style inventory</a>, then pair students with <i>different</i> learning styles to complete a project.</p> <p>Encourage students to find multiple answers to a question or problem that appears to have only one “correct” answer.</p> <p>Watch the Ken Robinson TedTalks video on <a href="#">how schools kills creativity</a>.</p> <p>Consider the benefits of <a href="#">performance based/project based learning</a> as an alternative to traditional methods. then discuss it with colleagues.</p> <p>Watch this <a href="#">Power Teaching</a> video and learn how this technique stimulates whole-brain thinking.</p> <p>Consider the benefits of <a href="#">performance based/project based learning</a> as an alternative to traditional methods. Encourage homework completion in many forms: visual, musical, etc. Here are a few sites for students to use: <a href="#">Voki</a>, <a href="#">Wordle</a>, <a href="#">Glogster</a>.</p> |

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|  |  | <p>The teacher knows my name.</p> <p>The teacher knows my hopes and dreams.</p> <p>The teacher presents lessons in ways I understand.</p> | <p>Challenge students to develop homework assignments for the class.</p> <p>Provide students with choices on assignments.</p> <p>Create web-based assignments in place of traditional homework assignments or projects such as:</p> <ul style="list-style-type: none"> <li>• <a href="#">Use QR codes for a learning scavenger hunt</a></li> <li>• Make a <a href="#">creative twitter assignment</a></li> <li>• Use <a href="#">skype</a> to interview experts on your content. Have students prepare and write questions for this guest speaker.</li> </ul> |
| <p>Do you understand your students' backgrounds, learning styles and needs? Do you expect that all of your students can achieve to their full potential? How do you use your knowledge of what students know and are able to do to meet the needs of all of your students? Do you have a deep knowledge of the content you teach? How do you use your knowledge of content-specific concepts, assumptions and skills to plan for effective instruction? How do you collaborate with cross-disciplines to plan and deliver effective instruction? How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student's are engaged?</p> |  |   |   |

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| <p style="text-align: center;"><b>KNOWLEDGE OF STUDENTS</b></p> <p><b>Standard 1: Students</b></p> <p><b>Teachers understand student learning and development and respect the diversity of the students they teach.</b></p>  | <p>The teacher demonstrates an understanding of the purpose and value of learning about students’ background experiences, demonstrates familiarity with each student’s background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher’s analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students</p> | <p>I feel comfortable asking questions in class.</p> <p>I am able to express my ideas and opinions in this class.</p> <p>I put forth my best effort in class.</p> <p>I have personal goals for my learning in this class.</p> <p>I am comfortable being myself in this class.</p> <p>I understand how I can apply what I am learning in my everyday life.</p> <p>In this class, we discuss issues that are interesting to me.</p> <p>I believe what I am learning in this class is important for my future.</p> <p>The teacher knows my name.</p> <p>The teacher knows my hopes and dreams.</p> <p>The teacher presents lessons in ways I understand.</p> | <p>Develop opportunities for students to work together, share ideas, and support one another.</p> <p>Incorporate traditions, novels, and examples representative of the different cultures and ethnic backgrounds of the students.</p> <p><a href="#">Getting to know your class</a> lessons has great ideas for students of all ages.</p> <p><a href="#">Reflective questions</a> require students to consider their existing knowledge or actions before answering.</p> <p>Involve your students in current world debates through a <a href="#">Model United Nations</a> program.</p> <p>Read <i>What Makes a Good Teacher?</i> to hear the voice of over 500 children from 50 countries.</p> <p>Use student-centered assessment such as the <a href="#">iKnow My Class Survey</a></p> <p>Utilize writing prompts or dialogue that asks for students to draw on their own experiences. Have students share their stories and add their own pictures and videos. Have students post to <a href="#">edmodo</a> or other class blog.</p> |
| <p>Do you understand your students’ backgrounds, learning styles and needs? Do you expect that all of your students can achieve to their full potential? How do you use your knowledge of what students know and are able to do to meet the needs of all of your students? How do you meet your student’s social, emotional and academic needs that are woven into the threads of your classroom. Are you a positive and strong role model who helps students develop a stronger sense of self-worth. Do you recognizing that not all students’ needs are “equal”, and that one teaching style does not fit all of your students. Do you make the time to get to know your students interest in and out of the classroom to learn where they “coming” from and where they want to go. How do you know what your students learning style is? How do you accommodate for multiple intelligences in your daily lessons. Do you allow for individual and group reflection?</p> |   |   |   |

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| <p style="text-align: center;"><b>LESSON DELIVERY</b></p> <p><b>Standard 2 Content: Teachers know and understand the content area for which they have instructional responsibility</b></p> <p><b>Standard 4 Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.</b></p> <p><b>Standard 6: Collaboration and Communication</b></p>  | <p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p> | <p>I am encouraged to use my imagination.</p> <p>I feel comfortable asking questions in class.</p> <p>I am able to express my ideas and opinions in this class.</p> <p>I evaluate and improve my work on a regular basis.</p> <p>I am confident in my ability to learn what is being taught.</p> <p>I am bored in this class.</p> <p>This class challenges my thinking.</p> <p>The teacher allows students time to think and solve problems.</p> <p>The teacher presents lessons in ways I understand.</p> <p>The teacher relates our learning to current events.</p> | <p>Read <a href="#">Rigor, Relevance and Relationships</a> by McNulty and Quaglia.</p> <p>Routinely develop cross-curricular lessons.</p> <p>Ask students for feedback and ideas to improve homework assignments.</p> <p>Chart student interests and post them in the room. Work to integrate their interests into as many lessons as possible, and let the students know you are making this effort.</p> <p>Invite parents to a mini-lesson so they can experience you as a teacher and better relate to what their children experience every day.</p> <p>Use student-centered assessments such as the <a href="#">iKnow My Class Survey</a> to improve classroom teaching and learning.</p> <p>Plan lessons that are student-led. Have students create a <a href="#">prezi</a> to teach the class. Have students create educational <a href="#">memes</a>.</p> <p>Begin each day with a current event connection or pop culture connection to spark interest. Play a relevant video clip. <a href="#">Teacher Tube You Tube vimeo</a></p> |
| <p>Do you have a deep knowledge of the content you teach? How do you use your knowledge of content-specific concepts, assumptions and skills to plan for effective instruction? How do you collaborate with cross-disciplines to plan and deliver effective instruction? How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student’s are engaged? Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community? Do you believe you share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health? How do you let parents and caregivers know this? What are some examples of the</p> |   |   |   |

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ways in which you collaborate and communicate with other teachers, administrators, and school and district staff? How do you communicate with the local community, community agencies to promote student learning?

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| <p style="text-align: center;"><b>DIFFERENTIATION</b></p> <p><b>Standard 1 Students:<br/>Teachers understand student learning and development and respect the diversity of the students they teach.</b></p> <p><b>Standard 4 Instruction:<br/>Teachers plan and deliver effective instruction that advances the learning of each individual student.</b></p> | <p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p> | <p>I am encouraged to use my imagination.</p> <p>I am confident in my ability to learn what is being taught.</p> <p>I am comfortable being myself in this class.</p> <p>I am bored in this class.</p> <p>This class challenges my thinking.</p> <p>My grades on assignments, tests, and/or quizzes represent what I know.</p> <p>I believe what I am learning in this class is important for my future.</p> <p>The teacher allows students time to think and solve problems.</p> <p>The teacher presents lessons in ways I understand.</p> | <p>Use student-centered assessments such as the <a href="#">iKnow My Class Survey</a> to improve classroom teaching and learning.</p> <p>Develop opportunities for students to share their learning in front of adults.</p> <p>Have students take this <a href="#">personality test</a> to learn about their traits. Help them utilize these traits when working with each other.</p> <p>Teach students different roles they can assume during group work. (e.g. listener, writer, idea person, facilitator, etc.).</p> <p>Inform/remind students about the learning goals for the class. Continue to involve students in discussions about what they are learning and why.</p> <p>Use think-pair-share and other creative <a href="#">grouping</a> strategies.</p> |

Do you understand your students' backgrounds, learning styles and needs? Do you expect that all of your students can achieve to their full potential? How do you use your knowledge of what students know and are able to do to meet the needs of all of your students? How do you know what your students learning style is? How do you accommodate for multiple intelligences in your daily lessons. Do you allow for individual and group reflection? How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student's are engaged?



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| <p><b>RESOURCES</b></p> <p><b>Standard 2 Content: Teachers know and understand the content area for which they have instructional responsibility</b></p> <p><b>Standard 4 Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.</b></p>  | <p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p> | <p>The course materials and/or textbooks used in this class inspire my learning.</p> <p>We use various forms of technology to improve learning in this class.</p> <p>The teacher relates our learning to current events.</p> | <p>Have students take this <a href="#">personality test</a> to learn about their traits. Help them utilize these traits when working with each other.</p> <p>Learn to <a href="#">collaborate</a> with students around the world.</p> <p>Chart student interests and post them in the room. Work to integrate their interests into as many lessons as possible, and let the students know you are making this effort.</p> <p>Have students try <a href="#">Think-Pair-Share</a>.</p> <p>Model working together by co-teaching some of your lessons.</p> <p>Read <a href="#">What Makes a Good Teacher?</a> to hear the voice of over 500 children from 50 countries.</p> <p>Use education apps to increase student engagement: <a href="#">edmodo toontastic</a>, <a href="#">socrative</a>, <a href="#">Show Me</a>, <a href="#">Funny Movie Maker</a>, <a href="#">Good Reader</a>, <a href="#">Mental Case app</a>.</p> <p>Use the MAAP as a resource. (Note – contact QISA field team members for more information).</p> |
| <p>Do you have a deep knowledge of the content you teach? How do you use your knowledge of content-specific concepts, assumptions and skills to plan for effective instruction? How do you collaborate with cross-disciplines to plan and deliver effective instruction? How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student’s are engaged?</p> |  |  |  |

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| <p style="text-align: center;"><b>CLASSROOM ENVIRONMENT</b></p> <p><b>Standard 1 Students: Teachers understand student learning and development and respect the diversity of the students they teach.</b></p> <p><b>Standard 5 Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.</b></p> <p><b>Standard 6 Collaboration and Communication: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</b></p> | <p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p> | <p>I am encouraged to use my imagination.</p> <p>I feel comfortable asking questions in class.</p> <p>I am open to new ideas and ways of thinking.</p> <p>I give up when I do not understand something.</p> <p>I come to class ready and willing to learn.</p> <p>I put forth my best effort in class.</p> <p>It is important that I share my knowledge to help others.</p> <p>I have an opportunity to influence my classmates' thinking.</p> <p>I respect my peers in this class.</p> <p>It is helpful for me to work with other students.</p> <p>I don't care if I do well in this class.</p> <p>I am comfortable being myself in this class.</p> <p>I explore issues, events, and problems from different perspectives.</p> | <p>Use students' names when you ask questions.</p> <p>Try these <a href="#">icebreaker activities</a> designed to help teachers to get to know their students.</p> <p>Share with students your hopes and dreams for the class. Then have students share their own hopes and dreams. Create a visual display representing everyone's hopes and dreams in the classroom.</p> <p>Gather student feedback through course assessment using the <a href="#">iKnow My Class Survey</a>.</p> <p>Create open-ended questions that allow students to express their thoughts and opinions on different topics. Use <a href="#">Bloom's Taxonomy</a> as a guide.</p> <p>Invite students to present at staff meetings and school board meetings on topics that are important to them.</p> <p>Review <a href="#">these tips</a> on building positive relationships.</p> <p>Write individual comments on assignments and tests, demonstrating that you know the students as individuals.</p> <p>Read the Quaglia Institute for Student Aspirations' "<a href="#">Aspirations in Action</a>" newsletters, with a special focus on</p> |

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|  |  | <p>I am bored in this class.</p> <p>Attending this class is important to me.</p> <p>My peers respect me in this class.</p> <p>Discipline is a problem in this class.</p> <p>The teacher allows students time to think and solve problems.</p> <p>My ideas and thoughts are valued and respected by the teacher.</p> <p>The teacher develops positive relationships with students.</p> <p>The teacher expects me to be successful.</p> <p>The teacher is willing to learn from the students.</p> | <p><a href="#">Belonging.</a></p> <p>Get to know all your students' names and some of their interests.</p> <p>Communicate positive expectations for all your students.</p> <p>Don't be afraid to admit your mistakes and talk with students about what you learned in the process.</p> <p>Use resources available from communication organizations such as <a href="#">Toastmasters</a> to help students learn about public speaking and sharing ideas.</p> <p>Establish <a href="#">classroom rules</a> and procedures with students.</p> <p>Encourage students to express their ideas and communicate with a larger audience by writing letters to the editor or op-ed pieces for the local paper.</p> |
| <p>Do you understand your students' backgrounds, learning styles and needs? Do you expect that all of your students can achieve to their full potential? How do you use your knowledge of what students know and are able to do to meet the needs of all of your students? Have you created a learning environment that promotes learning and high achievement? Do you treat all of your students fairly? Is your classroom environment respectful, supportive and caring? Do your students feel physically and emotionally safe? Are your students working independently, collaboratively, and as a whole class? Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community? What are the ways in which you communicate with your students?</p> |  |   |  |

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| <p style="text-align: center;"><b>ASSESSMENT OF STUDENT LEARNING</b></p> <p><b>Standard 3: Assessment</b></p> <p><b>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</b></p> | <p>The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality.</p> | <p>I feel comfortable asking questions in class.</p> <p>I am confident in my ability to learn what is being taught.</p> <p>Doing well in this class is my responsibility.</p> <p>This class challenges my thinking.</p> <p>The course materials and/or textbooks used in this class inspire my learning. I understand how I can apply what I am learning in my everyday life.</p> <p>In this class, we discuss issues that are interesting to me.</p> <p>The teacher provides useful and timely feedback on my learning.</p> | <p>Require the student, or group of students, teaching the lesson to make a visual aid to help teach the material, a game to review the material, and a quiz to assess what the group learned.</p> <p>Assign students the responsibility of creating assessments.</p> <p>Write individual comments on assignments and tests, demonstrating that you know the students as individuals.</p> <p>Include, at least twice a month, peer editing and other feedback opportunities with students. Students can appreciate the value of learning from peers.</p> <p>Create and share academic and behavioral <a href="#">rubrics</a> with students. Some guiding questions to consider are: What does positive behavior look and sound like? What does positive academic growth look and feel like? Invite students to add to each rubric, display the rubrics in class, give students copies, and refer to the rubrics often.</p> <p>Use portfolio assessments to help students see their growth and take responsibility for their own growth. Use this link to learn more about <a href="#">student portfolio development</a>.</p> <p>Teach students the purpose of <a href="#">rubrics</a> and use them with your class.</p> |

Aspirations Crosswalk of OSTP and Teacher Performance Evaluation Rubric with Next Practices

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|  | <p>The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p> |  | <p>Vary types of <a href="#">formative assessment</a>.</p> <p>Use the My Aspirations Action Plan <a href="#">MAAP</a> as a tool for students to assess their learning. (Note – contact QISA field team members for more information).</p> |
| <p>Do you understand and effectively use varied assessments? How do you use the data your assessments produce? What types of formative or summative instruments do you use? How do you analyze data to monitor progress and learning, and to plan, differentiate and modify your instruction? Are your students involved with any form of self-assessment? Are you providing multiple opportunities for your students to demonstrate their understanding or mastery of content? Are your assessments tailored to multiple intelligence or all different types of learning styles? Do you know what your student’s predominant learning style is? How do you determine the best way to deliver instruction?</p> |  |  |   |

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| <p><b>PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>Standard 6 Collaboration and Communication:</b></p> <p><b>Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</b></p> <p><b>Standard 7 Professional Responsibility and Growth:</b></p> <p><b>Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</b></p>  | <p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis of student learning evidence.</p> | <p>The teacher enjoys working with students.</p> <p>The teacher inspires me to do my best.</p> <p>The teacher communicates with my parents on a regular basis.</p> <p>The teacher cares if I am absent from class.</p> <p>The teacher develops positive relationships with students.</p> <p>The teacher expects me to be successful.</p> | <p>Develop a “social hour” once a month, where parents and students can stop by to chat about current topics in class.</p> <p>Use social media with your students/parents: <a href="#">Facebook</a>, <a href="#">Twitter</a>, <a href="#">Instagram</a> blogs, etc. to help keep parents informed. Share this idea with administrators and parents and obtain the necessary permission.</p> <p>Call students who are absent for long periods of time. Consider a home visit with an administrator.</p> <p>Use iKnow My Class Peer Observation Framework as a tool for professional/student growth. (Note – available through QISA field team members).</p> <p>Collaborate with all teachers and students in your school to establish a school-wide definition of respect, then create posters to put up throughout the school.</p> <p>During class, <a href="#">skype</a> with students who are absent for extended periods of time.</p> |
| <p>Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community? What are the ways in which you communicate with your students? As educators, we are bound by our professional responsibility to learn and grow. We have expectations of our students to be life-long learners, so we must lead by example. Do your students know your aspirations? Do you take time to dialogue with colleagues about improving your practice? Are you part of a collaborative team where you share best/next practices?</p> |   |  |  |