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# Protocol Standards and Evidence



## Educator Level Checklist

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**District:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Teacher #:** \_\_\_\_\_ **Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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*Confidential*

1.1 EDUCATOR LEVEL – PLANNING	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.1.1. Individual Needs Assessment:</b> The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.</p>	<p>Review a copy of the Individual Professional Development Plan (IPDP) for the last two years. This document may be called different names, depending on the school district. Review the record of the professional learning the educator has taken in the last two years. Obtain a copy from the principal in advance if possible.</p> <p>Ask: <i>Tell me how your IPDP was created. Describe any data that were used in creating your IPDP.</i></p> <p>Ask details about when the IPDP was created and who was involved. Probe for:</p> <ul style="list-style-type: none"> <li>◆ Review of disaggregated student achievement data</li> <li>◆ Relationship to the professional learning listed in the SIP</li> <li>◆ Incorporation of school or team goals</li> <li>◆ Results from previous year’s IPDP evaluation</li> </ul>
<p><u>Notes:</u></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	
<p><b>1.1.2. Administrator Review:</b> The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.</p>	<p>Review the record of the professional learning the educator has taken in the last two years.</p> <p><i>What process is used to review your IPDP? How does the principal ensure that the IPDP educators create are based on the improvements their students need to make?</i></p> <p>Probe for an individual meeting with the principal or AP to review the IPDP, specific dates, length of the meeting, content discussed.</p>
<p><u>Notes:</u></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	

1.1 EDUCATOR LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.1.3. Individual Professional Development Plan:</b> The educator’s Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator’s level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator’s practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.</p>	<p>Check Individual Professional Development Plans to determine items in 1.1.3. (relationship to student performance data, clearly defined professional learning objectives, measurable improvement in student performance, changes in the educator’s practices resulting from professional learning, evaluation component).</p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	
1.2 EDUCATOR LEVEL – LEARNING	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.2.1. Learning Communities:</b> The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.</p>	<p>NOTE: Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices in order to achieve the identified learning goal of the group. Review Documents including learning community agendas, learning objectives, notes, schedules, and plans. <i>Describe how your school organizes educators into professional learning communities.</i></p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	

1.2 EDUCATOR LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.2.2. Content Focused:</b> Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.</p>	<p>Select from the IPDP one or two professional learning/classes for review, including professional learning communities if they have been used as a primary method for increasing professional learning. Ask these questions concerning delivery of the professional learning:</p> <p><i>Describe the professional learning you received on [topic listed in IPDP]. How relevant was the content you received in [topic listed in IPDP] to your needs as an educator?</i></p> <p><i>What is the research basis that shows the professional learning will contribute to greater student learning?</i></p> <p><i>Generally, how relevant is the content of your professional learning to your needs as an educator responsible for improving student achievement?</i></p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	
<p><b>1.2.3. Learning Strategies:</b> Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.</p>	<p><i>Tell me how the professional learning was facilitated on [insert selected topic].</i></p> <p>Probe for examples of modeling the skills that were to be used; practice of the skills; feedback on performance during the professional learning session; facilitating the class using the same techniques and strategies to be using with students.</p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	

1.2 EDUCATOR LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.2.4. Sustained Professional Learning:</b> Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.</p>	<p><i>Tell me about the amount of time you spent in professional learning on [insert selected topic].</i>  <i>How was that time organized?</i>            Probe for: number of professional learning sessions, length of time for each session, frequency of sessions, and overall total learning time.  <i>How appropriate was the length of time for the skills being taught?</i>  <i>Generally, how sustained and intensive is the professional learning you receive, considering the types of skills and knowledge being taught?</i>  <i>What level of mastery is usually attained by the end of the sessions?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	
<p><b>1.2.5. Use of Technology:</b> Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.</p>	<p><i>Describe how technology or distance learning supported and enhanced your recent professional learning in [insert selected topic] and the application and assessment of that learning.</i>  <i>Generally, describe how technology was used in the professional learning in which you have participated in the last two years. In what ways was the technology appropriate for the skills being learned?</i> Probe for distance learning, webinars, teleconferences, podcasts, wikis, websites, DVDs, embedded video clips in PowerPoint presentations, Smart Boards, hand-held devices or PDAs, graphing calculators, computer programs or displays, and other types of technology.</p>
<p><u>Notes:</u></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	

1.2 EDUCATOR LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.2.6. Time Resources:</b> Sufficient time within the work day is available and used for professional learning.</p>	<p>Review the district and school calendars and any other documents containing references to professional learning hours or allotted times.  <i>Describe the amount of time allocated for professional learning in this district and school in which teachers must participate.</i>  <i>In your experience, is there sufficient time to conduct the professional learning that faculty need?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	
<p><b>1.2.7. Coordinated Records:</b> Educators have easy access to up-to-date records of their professional learning.</p>	<p><i>Describe how you find out about the number of inservice points you have earned toward recertification.</i>  <i>How easy is it to access this system?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	

1.3 EDUCATOR LEVEL – IMPLEMENTING	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.3.1. Implementation of Learning:</b> The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.</p>	<p><i>Describe some specific examples of how you have used in your classroom what you learned in the professional learning on [insert selected topic]. Describe any other specific examples of how you applied what you learned in recent professional learning sessions.</i></p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	
<p><b>1.3.2. Coaching and Mentoring:</b> Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.</p>	<p><i>Describe any coaching or mentoring you received following your professional learning on [insert selected topic] to help you implement the new skills/professional learning. Probe for a facilitator, coach or mentor going to classrooms to help educators implement the new skills/professional learning.</i></p> <p><i>Describe any other coaching or mentoring you have received recently.</i></p> <p><i>Describe the skill level of the coach/mentor assisting you.</i></p> <p><i>How effective was the coaching/mentoring?</i></p> <p><i>How did the coach/mentor determine that the assistance had been sufficient??</i></p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	

1.3 EDUCATOR LEVEL – IMPLEMENTING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.3.3. Web-based Resources and Assistance:</b> The district provides educators with web-based resources and assistance to support implementation of professional learning.</p>	<p><i>Describe the web-based resources and assistance you have used for any of your recent professional learning.</i> Probe for evidence that the teacher participated in or used a discussion room or bulletin board to talk about the skills, reviewed additional materials posted, or interfaced with the facilitator or a coach/mentor in implementing the newly learned skills or knowledge. <i>Describe any professional learning that is coached or mentored online.</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
1.4 EDUCATOR LEVEL – EVALUATING	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.4.1. Implementing the Plan:</b> The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.</p>	<p><i>Describe the meeting held with your principal or another administrator to determine how much of what was written on your IPDP had been implemented.</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	



1.4 EDUCATOR LEVEL – EVALUATING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.4.2. Changes in Educator Practice:</b> The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.</p>	<p><i>Describe the ways in which you review how your professional learning has impacted your teaching practice.</i>  <i>How does this school document that you have used the new skills or knowledge in the classroom?</i>  <i>What are the ways in which you have documented the impact of your professional learning on your teaching practice?</i></p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	
<p><b>1.4.3. Changes in Students:</b> The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.</p>	<p><i>Describe how students improved as a result of your professional learning and its application in your classroom.</i>  <i>Describe how you shared these results with your administrator.</i></p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating:</b> _____</p>	

1.4 EDUCATOR LEVEL – EVALUATING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p><b>1.4.4. Evaluation Methods:</b> The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.</p>	<p><i>Describe the evaluation methods used to document changes in student performance resulting from the professional learning.</i></p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating: _____</b></p>	
<p><b>1.4.5. Use of Results:</b> The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year’s IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.</p>	<p><i>Describe how the results from your evaluation of your IPDP were used.</i></p>
<p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating: _____</b></p>	