

Assessing Quality of Evidence:

The following elements will be used to assess whether or not the evidence being provided is a part of the normal learning experience of the candidate's classroom.

1) Covers **ALL LEARNING OPPORTUNITIES DESCRIBED** in the Descriptions of Practice for each Criteria

2) The **STUDENT VOICE** is used to demonstrate

Examples: student work, student reflections, video or audiotapes of students describing their learning

Non-examples: blank assignments, lesson plans, student work from only one assignment, teacher statements

3) Demonstrates that more than one student, in fact **ALL STUDENTS**, have those opportunities

Note: this does not mean you must have work samples from every student.

Examples: student work samples from a range of students; whole class and small group generated items

Non-examples: teacher assertions and generalizations without examples

4) Demonstrates that those learning opportunities are happening **OVER TIME**

Examples: 1(c) Students create a list of classroom rules (cooperative groups) in which all students in the classroom must agree. Students reflect on the process-what went well, what didn't go well, suggestions for improvement, etc. Several weeks later students revisit rules and reflect in journals if they still support existing rules-if no explain why. This process is repeated 2-3 times over the term/year.

Non-example: Students come up with a list of classroom rules.

5) Demonstrates that those learning opportunities occur in **MORE THAN ONE CONTEXT** or are applied in different ways

Example: 1(c) "After our first meeting, students went to recess, and returned enthusiastically, calling it "the best recess ever" after they had heard from one another about things that had been hurtful and making changes accordingly"