

Crosswalk Between TEAM Evaluation System & Portfolio Student Growth Assessment

TEAM Indicators

Portfolio Components	Instruction											Planning			Environment			Professionalism					
	Standards & Objectives	Motivating Students	Presenting Instructional Content	Lesson Structure & Pacing	Activities & Materials	Questioning	Academic Feedback	Grouping Students	Teacher Content Knowledge	Teacher Knowledge of Students	Thinking	Problem Solving	Instructional Plans	Student Work	Assessment	Expectations	Managing Student Behavior	Environment	Respectful Culture	Professional Growth & Learning	Use of Data	School & Community Involvement	Leadership
Domains (Standards)	■		•		•				•				■	■	○	■		○					
Measureable Objective	■	•	•	•	•		•		•				○	○	■		○						
Pre- & Post-Assessments	•		○	•	○	•	○		■	•	•	•	■	■	■						■		
Description of Teaching			○	○		•			■	■		•		•									
Purposeful Sampling			■	○	○		•	•	■	■				○			○	•			○		
Type I * (Whole & Small Group)	•		■	○	○		•	■	■	■		•	■		•	•		•			○		
Type II (Emerging, Proficient, & Advanced)	•		■	○	○		•	■	■	■		•	■		•	•		•			○		
Documentation of Differentiation (E, P, A)	•	■	■	○	○		○	■	○	■			■	■	■	○					■		
Justification of Student Growth	•	•					■		○	○	■	■	•	•	○	•		•			■		
Constructing the Portfolio on GLADiS			○						•	•			○	■	■						•	•	
Self-Scoring	•				•				■	■				•	•	•				■	■		
Peer Evaluation									■	•										■	○	•	■
Complete Portfolio Planning Guide	○		○	○	•				■	○			■	○						•	○		

* Type I evidence collections are available to Fine Arts teachers only.

<p>KEY</p> <p>■ = strongly connected</p> <p>○ = moderately connected</p> <p>• = slightly connected</p>
