

School District of GADSDEN County

Instructional Personnel Evaluation System



Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

Table of Contents

Part I: Evaluation System Overview	4
Part II: Evaluation System Requirements	4
Part III: Evaluation Procedures	5
Part IV: Evaluation Criteria	8
A. Instructional Practice	8
B. Other Indicators of Performance	14
C. Performance of Students	15
D. Summative Rating Calculation	17
Appendices	21
Appendix A – Evaluation Framework Crosswalk	21
Appendix B – Observation Instruments for Classroom Teachers	26
Appendix C – Observation Instruments for Non-Classroom Instructional Personnel	50
Appendix D – Student Performance Measures	67
Appendix E – Summative Evaluation Forms	69

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

The District is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive careers. The purpose of the Instructional Personnel Evaluation System is to help us to provide the most effective staff by identifying the specific strengths and weaknesses of our personnel. This knowledge, in turn, will inform the District's efforts to provide the necessary supports to help each teacher reach their fullest potential.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

- The district provides training programs and has processes that ensure
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

- ☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

- ☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- ☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

- Receive two consecutive unsatisfactory evaluation ratings; or
- Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

- ☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

- Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Prior to First Observation	Large/small group trainings within the first two weeks of school. A copy of the evaluation handbook will be provided to teachers.
Newly Hired Classroom Teachers	Prior to First Observation	Large/small group trainings within the first two weeks of employment. A copy of the evaluation handbook will be provided to teachers.
Late Hires	Prior to First Observation	Small group and/or individual trainings within the first two weeks of employment. A copy of the evaluation handbook will be provided to teachers.

- Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers – Category II (4 or more years of service)			
Hired before the beginning of the school year	2	Mid-Year: 1 Before the second week of December Final: 1 Before the second week of May	No later than 10 days after the observation.
Hired after the beginning of the school year	1	1 Before the second week of May	No later than 10 days after the observation.
Newly Hired Classroom Teachers – Category I (1-3 years of service)			
Hired before the beginning of the school year	2	Mid-Year: 1 Before the second week of December Final: 1 Before the second week of May	No later than 10 days after the observation.
Hired after the beginning of the school year	2	Both before the second week of May	No later than 10 days after the observation.

The above described number of observations are the minimum required. Additional observations may occur if it becomes apparent a teacher is struggling or simply needs additional support.

Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers – Category II (4 or more years of service)			
Hired before the beginning of the school year	1	Final Eval: By May 30	By June 30
Hired after the beginning of the school year	1	1 Before May 30	By June 30
Newly Hired Classroom Teachers – Category I (1-3 years of service)			
Hired before the beginning of the school year	2	Mid-Year Eval: By December 30 Final Eval: By May 30	Mid-Year Eval: By January 30 Final Eval: By June 30
Hired after the beginning of the school year	2	Both before May 30	By June 30

All newly hired Classroom and Non-Classroom Teachers (Category I) will be evaluated two times within the first year of employment. If a teacher is not at their 99th day of employment by the 1st day of the following school year, he/she will remain a Category I newly hired teacher and receive at least 2 evaluations the second year of their employment with the district. Evaluations will be completed by an assigned school administrator.

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Gadsden County, instructional practice accounts for 33% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Florida Statute 1012.34 states “For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory

personnel employed by the school district. The procedures established by the district school superintendent set the standards of service to be offered to the public within the meaning of s.447.209 and are not subject to collective bargaining.” Pursuant to sections 1012.34(1)(a) and 1012.34(3)(a)2, the District has elected to transition from the previously utilized hybrid Marzano Evaluation Model to the Learning Science International (LSi) Marzano Focused Teacher Evaluation Model.

Classroom Teacher Model

The Marzano Focused Teacher Evaluation Model is utilized to assess all K-12 instructional personnel as defined in 1012.01(2)(a-d) excluding substitutes. For purposes of the evaluation model, there are two categories of teachers:

Category I New Teachers with 1-3 years of service and/or teachers who are new to the district but have 4 or more years of service. Teachers who have 4 or more years of service but are new to the district are Category I teachers only for the first year of their service in the district.

Category II Teachers who have 4 or more years of service.

The Evaluation System is made up of three scoring components, Instructional Practice (IP), Student Performance (SP), and Professional Practice (PP). Each component weighting the same at one-third (33.3%).

The Instructional Practice component, which counts for one-third (33.3%) of the Evaluation System includes performance indicators that focus on four areas of knowledge.

The Marzano Focused Teacher Evaluation Model is based on The Art and Science of Teaching framework and the meta-analytic research he has conducted over the past several decades. The first of its kind, this teacher evaluation model is not only based on studies that correlate instructional strategies to student achievement, but is also grounded on experimental/control studies that establish a direct causal link between elements of the model and student results. The Marzano Focused Teacher Evaluation Model identifies a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise. Each domain builds on the previous one with direct links to create a causal chain that results in increased learning and achievement for all students.

The four domains contain 23 elements and build on each other to support teacher growth, development, and performance. The 23 elements define a knowledge base for teaching and a framework for the systematic development of expertise. Unlike other evaluation models, this is a coaching model that has been shown in causal studies to have the most direct effect on student performance.

MARZANO'S FOUR DOMAINS

DOMAIN 1: Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standards
- Planning to Close the Achievement Gap Using Data

DOMAIN 2: Standards-Based Instruction

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

DOMAIN 3: Conditions for Learning

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships
- Communicating High Expectations for Each Student to Close the Achievement Gap

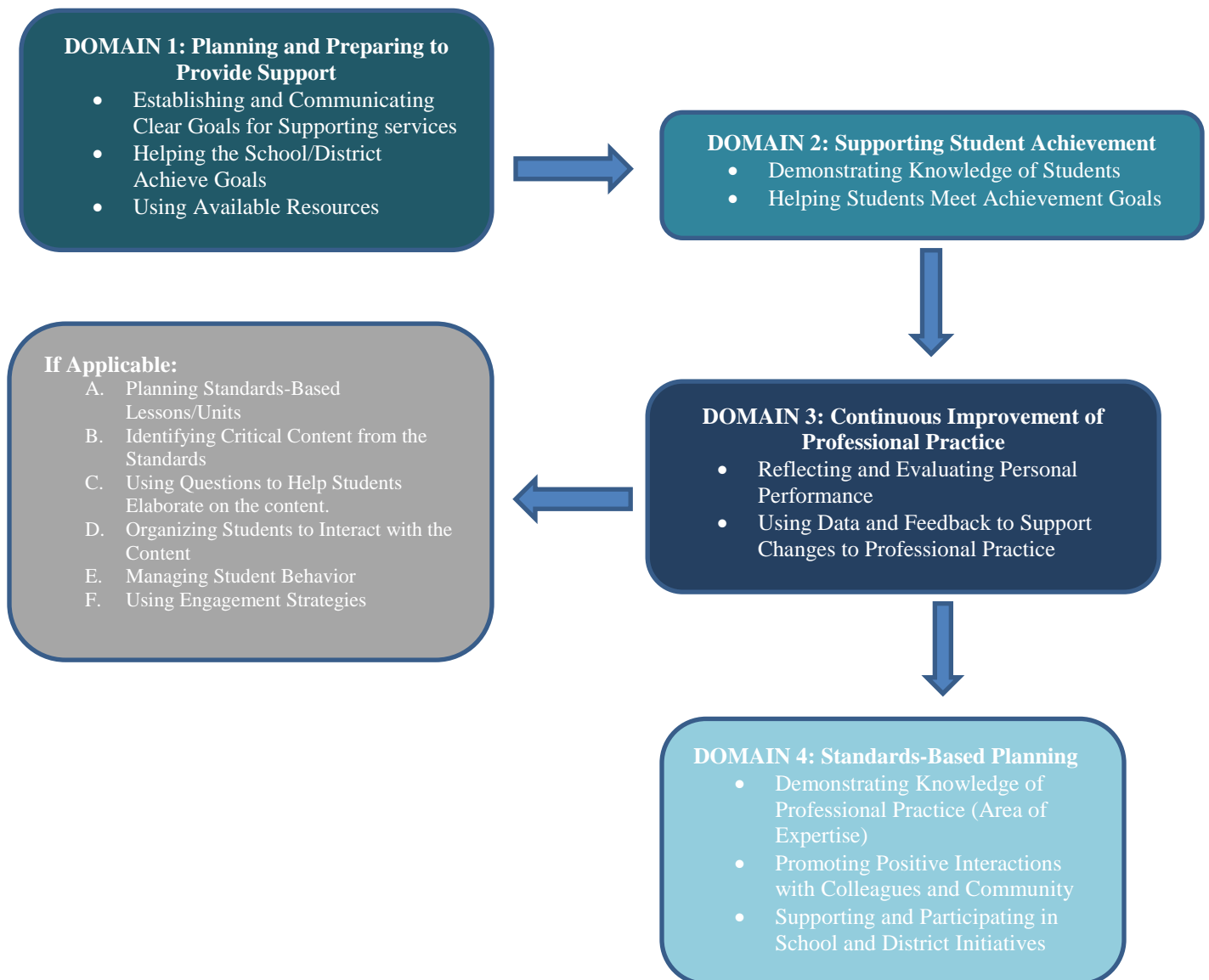
DOMAIN 4: Professional Responsibilities

- Adhering to School District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

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Non-Classroom Teacher Model:

This process includes performance indicators that focus on four domains. The four domains contains 16 total elements and build on each other to support growth, development and performance. Unlike other evaluation models, this is a coaching model that has been shown in causal studies to have the most direct effect on student performance. Together, the four domains contain 16 elements that define a knowledge base for educational support and a framework for the systematic development of expertise.



Observation Process:

The Instructional Practice component of the evaluation system is comprised of both announced and unannounced observations. Observations may be conducted by school administrators and academic coaches. Following is a brief description of these processes:

Implementation Requirements		
Formal	<ul style="list-style-type: none"> • 30-55 minutes (or until the completion of a lesson). • Must be scheduled between the teacher and their observer for a specific date and time. • Pre-Conference must be a face-to-face meeting. • Post-Conference must be a face-to-face meeting. 	<ul style="list-style-type: none"> • Specific written recommendations for improvement must be provided through the observations instrument in iObservation within 10 days of the observation occurring. • Observations taking place immediately before or after the Thanksgiving, winter and spring breaks are strongly discouraged.
Informal	<ul style="list-style-type: none"> • 20-40 minutes. • May be announced or unannounced. • For announced observations, either party may request a Pre-Conference meeting. 	
Walkthroughs	<ul style="list-style-type: none"> • Shall not be used for evaluative purposes but may warrant a subsequent formal observation. 	
Data Marks	<ul style="list-style-type: none"> • All Elements are not required to be scored in one academic year. • Only dominant Elements should be scored during an observation. • At least 1 Element must be scored from each of the 4 Domains during the evaluation period. 	

Observation Schedule	
<p><i>The observation schedule highlights the minimum observation requirements. Additional observations may be conducted throughout the evaluation period as the schedule permits.</i></p>	
Category 1 Teachers	<ul style="list-style-type: none"> • 1 Informal completed by November 30. • 1 Formal completed by December 30. • 1 Informal completed by April 30. • 1 Formal completed by April 30.
Category 2 Teachers	<ul style="list-style-type: none"> • At least 1 Informal to be completed by December 30. • 1 Formal completed by April 30

Deliberate Practice Schedule	
<i>The observation schedule highlights the minimum observation requirements. Additional observations may be conducted throughout the evaluation period as the schedule permits.</i>	
PGP	<ul style="list-style-type: none"> At least 1 Professional Growth Practice not later than November 30. Additional practices, not to exceed 3 may be identified after the first observation.

Evaluation Schedule	
Mid-Year Evaluations	<ul style="list-style-type: none"> Category 1 and first year Category 2 teachers only. A conference will held between the principal and teacher by the last instructional day of September to select the student performance model (measure with a pre/post) that will determine the Student Performance Rating portion of the teacher’s Mid- Year Evaluation. Must include at least 1 element from each of the 4 Domains. Entered in iObservation by December 30.
Final Evaluations	<ul style="list-style-type: none"> Category 1 and 2 teachers. Entered in iObservation by May 30. At least 1 element from each of the 4 Domains. All of the FEAPs must be observed or scored over the course of all observations (informal and formal). If the FEAPs are not observed or scored during the informal observations, then the administrator must collect/teacher must present evidence of the missing FEAPs during the formal observation. This includes time during the required face-to-face planning conference, reflection conference, and the classroom observation.

Instructional Practice Rating Score and Rubric:

Elements from all observations (informal and formal) are sorted to show how many times and the percentages for each scale score of Innovating (Level 4), Applying (Level 3), Developing (Level 2), Beginning (Level 1), and Not Using (Level 0) is observed. **Please note that there is not any weighting to an informal or formal, they are equal.** See Appendix B and Appendix C to see the performance scales for each of the elements.

The Instructional Practice Rating Score is calculated using a competency-based scoring system. With this system, each element is a competency that teachers are expected to master. At the end of the year, the iObservation system averages all the highest scores for each of the elements to achieve an overall proficiency score for the year.

Thus if, in the course of two observations during a year, a teacher scores a Developing (Level 2) and an Innovating (Level 4) in “Helping Students Examine Their Reasoning,” the teacher would receive a score of 4 for that element, having achieved competency. The score of 4 would then be used for the average.

The final instructional practice score is based on the Instructional Practice Rating Score rubric below.

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.2 - 4.0	2.1 - 3.1	1.5 - 2.0	1.0 - 1.4

Note the Instructional Practice Rating Score is always presented on the Final Evaluation as the following:

Category 1 Teachers		Category 2 Teachers	
Value	Rating	Value	Rating
4.0	Highly Effective	4.0	Highly Effective
3.0	Effective	3.0	Effective
2.0	Developing	2.0	Needs Improvement
1.0	Unsatisfactory	1.0	Unsatisfactory

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Gadsden County, other indicators of performance account for 33% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The Evaluation System is made up of three scoring components, Instructional Practice (IP), Student Performance (SP) and Professional Practice (PP). Each component weighting the same at one-third (33.3%).

The Professional Practice component, which counts for one-third (33.3%) of the Evaluation System is based on Deliberate Practice. Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

The Deliberate Practice process is completed by all teachers through the iObservation platform by means of an electronic document called the Professional Growth Plan (PGP). Teachers choose one area of focus (Target Element) from the Marzano Focused Teacher Evaluation Model of Instruction for which they will work on professionally that year. Teachers also use iObservation to track their growth progress throughout the year. The teachers' supervisor(s) will begin observing the selected Target Element when they are in the teacher's classroom for observations.

The Deliberate Practice Rating Score is determined by the amount of observed growth that takes place during the evaluation period from their starting performance level to the highest observed score. The teacher sets a starting performance level for their Target Element based on the combination of self-assessment date and the observation data from the previous year. The teacher is then observed on that Target Element at least once during the evaluation period. The highest score received on the Target Element from an observation during the evaluation period is what is used to determine the final score. The Deliberate Practice Rating Score is based on the Deliberate Practice Rating Score rubric below.

Highly Effective (4)	Effective (3)	Developing/Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	No Growth	Not Observed
OR Grows 2 Levels	Or Grows 1 Level		

The rating of Developing will apply to those teachers classified as Category 1. The rating of Needs Improvement will apply to those teachers classified as Category 2 teachers.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher’s students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Gadsden County, performance of students accounts for 33% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Mid-Year Evaluation: Student performance is an important component of the mid-year evaluation of employees in Gadsden County. The Student Performance component will be weighted as 33.3% of the overall teacher mid-year evaluation. The evaluation rating for the Student Performance component will include Highly Effective (4.0), Effective (3.0), Needs Improvement/Developing (2.0), and Unsatisfactory (1.0).

Final Evaluation: Student performance is an important component of the final evaluation of employees in Gadsden County. The Student Performance component will be weighted as 33.3% of the overall teacher evaluation. The evaluation rating for the Student Performance component will include Highly Effective (4.0), Effective (3.0), Needs Improvement/Developing (2.0), and Unsatisfactory (1.0).

Determining Teachers' Student Performance Rating

Teachers will be assigned a “Student Performance” rating based on their students’ progress on PM2 and PM3 assessments. Highly effective is assigned a rating of four (4). Effective is assigned a rating of three (3). Developing/needs improvement is assigned a rating of two (2). Unsatisfactory is assigned a rating of one (1). Teachers not assigned to a progress monitoring subject area will receive a *Student Performance Rating* based on the overall school Progress Monitoring (PM) rating for reading. Mid-year evaluations will be based on growth and/or student proficiency between PM1 and PM2. End-of-the-year evaluations will be based on growth and/or student proficiency between PM2 and PM3. The table below describes how student performance ratings are determined.

PM1 = Baseline (September)

PM2 = Mid-year (December)

PM3 = End of Year (May)

Student Performance Rating Table

Highly Effective (4)	Effective (3)	Developing/Needs Improvement (2)	Unsatisfactory (1)
<p>More than <u>80%</u> of students experience gains in proficiency from PM1 to PM2.</p> <p>Or</p> <p>80% of students are scoring proficient or higher at PM2 for mid-year assessment.</p> <p>Or</p> <p>80% of students are earning gains or scoring proficient or higher at PM3 end-of-year assessment.</p>	<p>More than <u>70%</u> of students experience gains in proficiency from PM1 to PM2.</p> <p>Or</p> <p>70% of students are scoring proficient or higher at PM2 for mid-year assessment.</p> <p>Or</p> <p>70% of students are earning gains or scoring proficient or higher at PM3 end-of-year assessment.</p>	<p>More than <u>60%</u> of students experience gains in proficiency from PM1 to PM2.</p> <p>Or</p> <p>60% of students are scoring proficient or higher at PM2 for mid-year assessment.</p> <p>Or</p> <p>60% of students are earning gains or scoring proficient or higher at PM3 end-of-year assessment.</p>	<p>More than <u>50%</u> of students experience zero (0) point gain in proficiency from PM1 to PM2.</p> <p>Or</p> <p>Less than 50% of students are scoring proficient or higher at PM2 for mid-year assessment.</p> <p>Or</p> <p>Less than 50% of students are earning gains or scoring proficient or higher at PM3 end-of-year assessment.</p>

When available, three years of student growth or achievement data will be included in the student performance calculation.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Evaluation Requirements:

Distribution of evaluations is as follows:

- **Category 1 Teachers** – Will be formally evaluated twice annually. The first evaluation will be provided to the employee mid-year. The second evaluation will occur at least 10 working days prior to the employee's last duty day. Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) work days prior to the employee's last regular duty day of the school year. Category 1 teachers are teachers who have been teaching 3 years or less and/or who have 4 or more years of experience but are new to the district.
- **Category 2 Teachers** – Will be formally evaluated once annually. Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) work days prior to the employee's last regular duty day of the school year.

Evaluation System Components:

The Evaluation System is made up of three scoring components, Instructional Practice (IP), Student Performance (SP) and Professional Practice (PP). Each component weighting the same at one-third (33.3%). The scoring system, along with the rating scale are depicted in the Teacher Evaluation Scoring Component Scale, which indicates the final evaluation rating possibilities for all teachers.

Summative Rating Score and Rubric

The Instructional Practice (IP), Student Performance (SP), and Professional Practice (PP) portions of the calculation are combined according to the following method in order to produce the summative evaluation rating and score. For all instructional personnel, the Instructional Practice score will be one-third (33.3%) of the summative evaluation score. The Professional Practice portion of the instructional evaluation will be one-third (33.3%). The Student Learning

Growth score will be one-third (33.3%) of the summative evaluation score. This calculation will be used for both classroom teachers, classroom teachers newly hired by the district, and non-classroom teachers. The Instructional Practice (IP), Student Performance (SP), and Professional Practice (PP) portions of the evaluation will be expressed as a number between 1.0 and 4.0 with the following categories:

Rating	Score
Highly Effective (4.0)	3.2 – 4.0
Effective (3.0)	2.1 – 3.1
Developing / Needs Improvement (2.0)	1.5 – 2.0
Unsatisfactory (1.0)	1.0 – 1.4

To better understand the combined scores please refer to these sample possible scenarios:

Example #1: Fourth Grade Teacher

- 4.0 Highly Effective for the Instructional Practice (IP) Score (33.3%)
- 3.0 Effective for the Student Performance (SP) score (33.3%)
- 4.0 Highly Effective for the Professional Practice (PP) Deliberate Practice (33.3%)

Measure	Rating	Score (Rating x 33.33%)
Instructional Practice (IP)	4.0 - Highly Effective	1.332
Student Performance (SP)	3.0 - Effective	1.000
Professional Practice (PP)	4.0 - Highly Effective	1.332
		3.67

- Then then the Summative Rating would be rounded up to two decimal places to become 3.67, which according to the Teacher Evaluation Scoring Components Scale on page 21, would fall into the Summative Rating of Highly Effective.

Example #2: Ninth Grade English Language Arts Teacher

- Unsatisfactory for the Instructional Practice (IP) Score
- Unsatisfactory for the Student Performance (SP) score
- Unsatisfactory for the Professional Practice (PP) Deliberate Practice

Measure	Rating	Score (Rating x 33.33%)
Instructional Practice (IP)	1.0 - Unsatisfactory	0.333
Student Performance (SP)	1.0 - Unsatisfactory	0.333
Professional Practice (PP)	1.0 - Unsatisfactory	0.333

		1.00
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- Then then the Summative Rating would be rounded up to two decimal places to become 1.0, which according to the Teacher Evaluation Scoring Components Scale on page 21, would fall into the Summative Rating of Unsatisfactory.

Final Evaluation Scoring Components Scale

IP (33.3%)	SP (33.3%)	DP (33.3%)	Final Rating
4	4	4	4.00
4	4	3	3.67
4	4	2	3.33
4	4	1	3.00
4	3	4	3.67
4	3	3	3.33
4	3	2	3.00
4	3	1	2.67
4	2	4	3.33
4	2	3	3.00
4	2	2	2.67
4	2	1	2.33
4	1	4	3.00
4	1	3	2.67
4	1	2	2.33
4	1	1	2.00
3	4	4	3.67
3	4	3	3.33
3	4	2	3.00
3	4	1	2.67
3	3	4	3.33
3	3	3	3.00
3	3	2	2.67
3	3	1	2.33
3	2	4	3.00
3	2	3	2.67
3	2	2	2.33
3	2	1	2.00
3	1	4	2.67
3	1	3	2.33
3	1	2	2.00
3	1	1	1.67

IP (33.3%)	SP (33.3%)	DP (33.3%)	Final Rating
2	4	4	3.33
2	4	3	3.00
2	4	2	2.67
2	4	1	2.33
2	3	4	3.00
2	3	3	2.67
2	3	2	2.33
2	3	1	2.00
2	2	4	2.67
2	2	3	2.33
2	2	2	2.00
2	2	1	1.67
2	1	4	2.33
2	1	3	2.00
2	1	2	1.67
2	1	1	1.33
1	4	4	3.00
1	4	3	2.67
1	4	2	2.33
1	4	1	2.00
1	3	4	2.67
1	3	3	2.33
1	3	2	2.00
1	3	1	1.67
1	2	4	2.33
1	2	3	2.00
1	2	2	1.67
1	2	1	1.33
1	1	4	2.00
1	1	3	1.67
1	1	2	1.33
1	1	1	1.00

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAPs).

Alignment to the Florida Educator Accomplished Practices	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s)
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s)
c. Designs instruction for students to achieve mastery;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners
d. Selects appropriate formative assessments to monitor learning;	Using Formative Assessment to Track Progress
e. Uses diagnostic student data to plan lessons; and,	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Aligning Resources to Standard(s), Organizing Students to Interact with Content, Establishing and Acknowledging Adherence to Rules and Procedures, Using Engagement Strategies
b. Manages individual and class behaviors through a well-planned management system;	Organizing Students to Interact with Content, Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	Communicating High Expectations for Each Student
d. Respects students' cultural linguistic and family background;	Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student

e. Models clear, acceptable oral and written communication skills;	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Promoting Teacher Leadership and Collaboration
f. Maintains a climate of openness, inquiry, fairness and support;	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Promoting Teacher Leadership and Collaboration
g. Integrates current information and communication technologies;	Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Planning to Meet the Needs of Diverse Learners, Organizing Students to Interact with Content, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Maintaining Expertise in Content and Pedagogy
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Planning to Meet the Needs of Diverse Learners, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Maintaining Expertise in Content and Pedagogy
3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	Planning to Meet the Needs of Diverse Learners, Using Questions to Help Students Elaborate on Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Revise Knowledge, Organizing Students to Interact with Content, Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Interact with Content, Using Engagement Strategies
c. Identify gaps in students' subject matter knowledge;	Planning Standards-based Lessons/Units, Identifying Critical Content from the Standards, Using Formative Assessment to Track Progress

<p>d. Modify instruction to respond to preconceptions or misconceptions;</p>	<p>Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Previewing New Content, Reviewing Content, Using Formative Assessment to Track Progress, Establishing and Maintaining Effective Relationships</p>
<p>e. Relate and integrate the subject matter with other disciplines and life experiences;</p>	<p>Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Using Engagement Strategies, Establishing and Maintaining Effective Relationships</p>
<p>f. Employ higher-order questioning techniques;</p>	<p>Using Questions to Help Students Elaborate on Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks</p>
<p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p>	<p>Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks, Using Formative Assessment to Track Progress</p>
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p>	<p>Planning to Meet the Needs of Diverse Learners, Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks</p>

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Planning to Meet the Needs of Diverse Learners, Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks
4. Assessment	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress, Communicating High Expectations for Each Student
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Planning to Meet the Needs of Diverse Learners, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student
f. Applies technology to organize and integrate assessment information.	Aligning Resources to Standard(s) , Using Formative Assessment to Track Progress
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Maintaining Expertise in Content and Pedagogy, Promoting

	Teacher Leadership and Collaboration
b. Examines and uses data-informed research to improve instruction and student achievement;	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Promoting Teacher Leadership and Collaboration
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Promoting Teacher Leadership and Collaboration

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

MARZANO'S FOUR DOMAINS



DOMAIN 1: Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standards
- Planning to Close the Achievement Gap Using Data

DOMAIN 2: Standards-Based Instruction

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

DOMAIN 3: Conditions for Learning

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships
- Communicating High Expectations for Each Student to Close the Achievement Gap

DOMAIN 4: Professional Responsibilities

- Adhering to School District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

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Domain 1: Standards-Based Planning

Planning Standards-Based Lessons/Units
<p>Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets that demonstrate a progression of learning.</p>
<p>Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets that demonstrate a progression of learning.</p>
<p>Planning Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans exhibit a focus on the essential standards <input type="checkbox"/> Plans include a scale that builds a progression of knowledge from simple to complex <input type="checkbox"/> Plans identify learning targets aligned to the rigor of required standards <input type="checkbox"/> Plans identify specific instructional strategies appropriate for the learning target <input type="checkbox"/> Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Lessons are planned with teachable chunks of content <input type="checkbox"/> When appropriate, lessons/units are integrated with other content areas <input type="checkbox"/> When appropriate, learning targets and unit plans include district scope and sequence <input type="checkbox"/> Plans illustrate how equity is addressed in the classroom <input type="checkbox"/> When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom <input type="checkbox"/> When appropriate, plans illustrate how EL strategies are addressed in the classroom <input type="checkbox"/> When appropriate, plans integrate cultural competencies and/or standards <input type="checkbox"/> Plans integrate cultural competencies and/or standards <input type="checkbox"/> Plans identify how instruction addresses the contribution of Africans, African Americans, Hispanics, Latinos, and/or women to the United States
<p>Example Implementation Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans align to grade level standard(s) with targets and use a performance scale <input type="checkbox"/> Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level <input type="checkbox"/> Planned and completed student assignments/work require practice with complex text and its academic language <input type="checkbox"/> Planned and completed student assignments/work demonstrate development of applicable mathematical practices <input type="checkbox"/> Planned and completed student assignments/work demonstrate grounding in real-world application <input type="checkbox"/> Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit <input type="checkbox"/> Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit <input type="checkbox"/> Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit <input type="checkbox"/> Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures <input type="checkbox"/> Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning <i>and</i> provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Planning Evidence (Check all that apply)

- Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- Plans integrate a variety of text types (structures)
- Plans incorporate nonfiction text
- Plans identify Standards for Mathematical Practice to be applied
- Plans identify how available technology will be used
 - Interactive whiteboards
 - Response systems
 - Voting technologies
 - One-to-one computers
 - Social networking sites
 - Blogs
 - Wikis
 - Discussion boards
- When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)
- When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan
- Plans identify how instructional materials address the contributions of Africans, African Americans, Hispanics, Latinos, and/or women to the United States

Example Implementation Evidence (Check all that apply)

- Traditional resources are appropriately aligned to grade level standards
 - Text books
 - Manipulatives
 - Primary source materials
- Digital resources are appropriately aligned to grade level standards
 - Interactive whiteboards
 - Response systems
 - Voting technologies
 - One-to-one computers
 - Social networking sites
 - Blogs
 - Wikis
 - Discussion boards
- Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- Planned resources include those specific to students' culture
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners, ELL, exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence (Check all that apply)

- Plans include a process for helping students track their individual progress on learning targets
- Plans specify accommodations and/or adaptations for individual EL or groups of students
- Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- Plans cite the data and rationale used to identify and incorporate accommodations
- Plans include potential instructional adjustments that could be made based on student evidence/data
- Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
- Productive changes are made to lesson plans in response to formative assessment (monitoring)
- A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence (Check all that apply)

- Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
- Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- Planned student assignments/work show students track their individual progress on learning targets
- Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- Information about student progress is regularly sent home
- Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap <i>and</i> provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Domain 2: Standards-Based Instruction

Identifying Critical Content from the Standards (Required evidence in every lesson)	
Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.	
Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).	
Example Teacher Instructional Techniques (Check all that apply)	
<input type="checkbox"/> Identify a learning target aligned to the grade level standard(s) <input type="checkbox"/> Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson <input type="checkbox"/> Provide a learning target embedded in a scale specifying critical content from the standard(s) <input type="checkbox"/> Relate classroom activities to the target and/or scale throughout the lesson <input type="checkbox"/> Identify differences between the critical content from the standard(s) and non-critical content <input type="checkbox"/> Identify and accurately teach critical content <input type="checkbox"/> Use a scaffolding process to identify critical content for each 'chunk' of the learning progression <input type="checkbox"/> Use verbal/visual cueing <input type="checkbox"/> Use storytelling and/or dramatic instruction <input type="checkbox"/> Model how to identify meaning and purpose in a text <input type="checkbox"/> Ensure text complexity aligns to the critical content <input type="checkbox"/> When appropriate, use cultural examples to connect learning activities to the learning target/critical content	
Example Teacher Techniques for Monitoring for Learning (Check all that apply)	
<input type="checkbox"/> Use a Group Activity to monitor that students know what content is important <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students know what content is important <input type="checkbox"/> Use Response Methods to monitor that students know what content is important <input type="checkbox"/> Use Questioning Sequences to monitor that students know what content is important	
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)	
<input type="checkbox"/> Student conversation in groups focus on critical content <input type="checkbox"/> Generate short written response (i.e. summary, entrance/exit ticket) <input type="checkbox"/> Create nonlinguistic representations (i.e. diagram, model, scale) <input type="checkbox"/> Student-generated notes focus on critical content <input type="checkbox"/> Responses to questions focus on critical content <input type="checkbox"/> Explain purpose and unique characteristics of key concepts/critical content <input type="checkbox"/> Explain applicable mathematical practices in critical content <input type="checkbox"/> When appropriate, responses involve explanatory content specific to their culture	
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)	
<input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify the task <input type="checkbox"/> Provide additional resources	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check all that apply)

- Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- Use preview questions before instruction or a teacher-directed activity
- Use K-W-L strategy or variation
- Provide advanced organizer (e.g. outline, graphic organizer)
- Facilitate a student brainstorm
- Use anticipation guide or other pre-assessment activity
- Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- Use digital resources and/or other media to help students make linkages to new content
- Use cultural resources to facilitate students making a link from what they know to the new content
- Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- Use a **Group Activity** to monitor that students can make a link from prior learning to the new content
- Use **Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- Use **Response Methods** to monitor that students can make a link from prior learning to the new content
- Use **Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- Identify basic relationship between prior content and new content
- Explain linkages with prior knowledge in individual or group work
- Make predictions about new content
- Summarize the purpose for new content
- Explain how prior standards or learning targets link to the new content
- Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify the task
- Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Process New Content	
Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.	
Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.	
Example Teacher Instructional Techniques (Check all that apply)	
<input type="checkbox"/> Break content into appropriate chunks <input type="checkbox"/> Employ formal group processing strategies <ul style="list-style-type: none"> • Jigsaw • Reciprocal teaching • Concept attainment <input type="checkbox"/> Use informal strategies to engage group members in active processing <ul style="list-style-type: none"> • Predictions • Associations • Paraphrasing • Verbal summarizing • Questioning <input type="checkbox"/> Facilitate group members in summarizing and/or generating conclusions <input type="checkbox"/> Facilitate recording and representing new knowledge <input type="checkbox"/> Facilitate the conceptual understanding of critical concepts <input type="checkbox"/> Facilitate quantitative and qualitative reasoning of key mathematical concepts <input type="checkbox"/> Stop at strategic points to appropriately chunk content based on student evidence and feedback	
Example Teacher Techniques for Monitoring for Learning (Check all that apply)	
<input type="checkbox"/> Use a Group Activity to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Response Methods to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Questioning Sequences to monitor that students can summarize and generate conclusions about the content	
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)	
<input type="checkbox"/> Discuss and answer questions about the new content in groups <input type="checkbox"/> Generate conclusions about the new content in group or written work <input type="checkbox"/> Actively discuss the new content in groups <input type="checkbox"/> Summarize or paraphrase the just learned content <input type="checkbox"/> Record and represent new knowledge <input type="checkbox"/> Make predictions about what they expect to learn next <input type="checkbox"/> Summarize or draw conclusions from complex text and its academic language <input type="checkbox"/> Use repeated reasoning and abstract, quantitative, or qualitative reasoning	
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)	
<input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <div style="float: right;"> <input type="checkbox"/> Modify task to appropriate chunk of content <input type="checkbox"/> Provide additional resources </div>	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

Example Teacher Instructional Techniques (Check all that apply)

- Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- Ask detail questions
- Ask category questions
- Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)
- Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations
- Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- Model the process of using evidence to support elaboration
- Model processes and proficiencies to support mathematical elaboration
- Model implementation of appropriate wait time when questioning

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- Use a Group Activity** to monitor that students accurately elaborate on content
- Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- Use Response Methods** to monitor that students accurately elaborate on content
- Use Questioning Sequences** to monitor that students accurately elaborate on content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- Answer detail questions about the content
- Identify characteristics of content-related categories
- Make general elaborations about the content
- Provide evidence and support for elaborations
- Identify basic relationships between ideas and how one idea relates to another
- Artifacts/student work demonstrate students can make well-supported elaborative inferences
- Discussions demonstrate students can make well-supported elaborative inferences
- Discussions are grounded in evidence from text, both literary and informational
- Discussions and student work provide evidence of mathematical elaboration

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- Rephrase questions/scaffold questions
- Modify task
- Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Reviewing Content	
Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.	
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.	
Example Teacher Instructional Techniques (Check all that apply)	
<input type="checkbox"/> Begin lesson with a brief review of previously taught content <input type="checkbox"/> Use a scaffolding process to systematically show the cumulative nature of the content <input type="checkbox"/> Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another <ul style="list-style-type: none"> • Brief summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise • Warm-up activity <input type="checkbox"/> Ask students to demonstrate increased fluency and/or accuracy of previously taught processes	
Example Teacher Techniques for Monitoring for Learning (Check all that apply)	
<input type="checkbox"/> Use a Group Activity to monitor that students know the previously taught critical content <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students know the previously taught critical content <input type="checkbox"/> Use Response Methods to monitor that students know the previously taught critical content <input type="checkbox"/> Use Questioning Sequences to monitor that students know the previously taught critical content	
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)	
<input type="checkbox"/> Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another <input type="checkbox"/> Summarize the cumulative nature of the content <input type="checkbox"/> Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities) <input type="checkbox"/> Explain previously taught concepts <input type="checkbox"/> Demonstrate increased fluency and/or accuracy of previously taught processes	
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)	
<input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check all that apply)

- Model how to execute the skill, strategy, or process
- Model mathematical practices
- Model how to reason, problem solve, use tools, and generalize
- Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently
- Guide students to generate and manipulate mental models for skills, strategies, and processes
- Employ "worked examples" or exemplars
- Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- Provide opportunity for students to increase fluency and accuracy
- Provide opportunity for purposeful homework

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- Use a **Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- Use **Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- Use **Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- Use **Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- Execute or perform the skill, strategy, or process with increased confidence
- Execute or perform the skill, strategy, or process with increased competence
- Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- Explanation of mental models reveals understanding of the strategy or process
- Use problem-solving strategies based on their purpose and unique characteristics
- Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
- Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify task
- Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Planning Standards-Based Lessons/Units

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check all that apply)

- Use comparison activities to examine similarities and differences
- Use classifying activities to examine similarities and differences
- Use analogy activities to examine similarities and differences
- Use metaphor activities to examine similarities and differences
- Use culturally relevant activities to help students examine similarities and differences
- Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- Ask students to summarize what they have learned from the activity
- Ask students to linguistically and non-linguistically represent similarities and differences
- Ask students to explain how the activity has added to their understanding
- Ask students to make conclusions after the examination of similarities and differences
- Ask students to look for and make use of mathematical structure to recognize similarities and differences
- Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- Comparison and classification artifacts indicate deeper understanding of content
- Analogy and/or metaphor artifacts indicate deeper understanding of content
- Response to questions indicate examining similarities and differences has deepened understanding of content
- Make conclusions after examining evidence about similarities and differences
- Present evidence to support their explanation of similarities and differences
- Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate
- Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify task
- Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check all that apply)

- Model the process of making and supporting a claim
- Model constructing viable arguments and critiquing the mathematical reasoning of others
- Ask students to examine logic of their errors in procedural knowledge when problem solving
- Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- Guide students to understand how their culture impacts their thinking
- Ask students to summarize new insights resulting from analysis of multiple texts/resources
- Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim
- Analyze errors to identify more efficient ways to execute processes or procedures
- Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning
- Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- Use a **Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- Use **Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- Use **Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- Explain the overall structure of an argument presented to support a claim
- Articulate support for a claim and/or errors in reasoning within group interactions
- Explanations involve cultural content
- Summarize new insights resulting from analysis
- Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives
- Artifacts/student work indicate students have used textual evidence to support their claim
- Mathematical arguments and critiques of reasoning are viable and valid
- Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- Reorganize groups
- Utilize peer resources
- Modify task
- Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Example Teacher Instructional Techniques (Check all that apply)

- Ask students to state or record how hard they tried
- Ask students to state or record what they might have done to enhance their learning
- Utilize reflection activities to cultivate a growth mindset
- Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- Prompt students to summarize and defend how their understanding has changed
- Guide students to identify alternative ways to execute procedures
- Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- Explain what they are clear about and what they are confused about
- Explain what they could have done to enhance their learning
- Actions and reflections display a growth mindset
- Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- Groups make corrections and/or additions to information previously recorded about content
- Explain previous errors or misconceptions about content
- Revisions demonstrate alternative ways to execute procedures
- Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- Reflections show clarification in thinking or processing

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- Reteach or use a new teacher technique
- Utilize peer resources
- Modify task
- Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Example Teacher Instructional Techniques (Check all that apply)

- Based on the prior content and learning, model, coach, and support the process of generating and testing
 - A proposition
 - A proposed theory
 - A hypothesis
- Provide prompt(s) for students to experiment with their own thinking
- Observe, coach, and support productive student struggle
- Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
- Coach students to persevere with the complex task
- Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
 - Generate conclusions
 - Identify common logical errors
 - Present and support propositions, theories, or hypotheses
 - Navigate digital and traditional resources

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- Explain the proposition, theory, or hypothesis they are testing
- Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- Justify the process used to support the proposition, theory, or hypothesis
- Precisely explain perseverance with the task with reasoning and conclusions
- Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
 - Generate conclusions
 - Identify common logical errors
 - Present and support the proposition, theory, or hypothesis
 - Navigate digital and traditional resources
 - Identify how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Utilize different coaching/facilitation techniques <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources | <ul style="list-style-type: none"> <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources |
|--|---|

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Domain 3: Conditions for Learning

Using Formative Assessment to Track Progress
<p>Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.</p>
<p>Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.</p>
<p>Example Teacher Instructional Techniques (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.) <input type="checkbox"/> Ask students to explain their progress toward the learning target <input type="checkbox"/> Ask students to provide evidence of their progress toward the learning target <input type="checkbox"/> Facilitate individual conferences regarding use of data to track progress <input type="checkbox"/> Use formative measures to chart individual and/or class progress towards learning targets using a performance scale <input type="checkbox"/> Use formative assessment that reflects awareness of cultural differences represented in the classroom
<p>Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work. Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically update their status on the learning targets using a chart, graph, or data notebook <input type="checkbox"/> Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.) <input type="checkbox"/> Individual conferences document that students provide artifacts and data regarding their progress toward learning targets <input type="checkbox"/> Demonstrate autonomy in providing evidence of progress on learning targets <input type="checkbox"/> Responses to formative assessment may involve cultural content
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Example Teacher Instructional Techniques (Check all that apply)

- Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- Celebrate as groups make progress toward learning targets
- Implement a systematic, ongoing process to provide feedback
- Use a variety of ways to celebrate progress toward learning targets (not general praise)
 - Show of hands
 - Certificate of success
 - Parent notification
 - Round of applause
 - Academic praise
 - Digital media
- Ensure celebrations involve culturally relevant components
- Ask students to explain how they use feedback
- Ask students how celebrations encourage them to continue learning

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
- Show signs of pride regarding development of mathematical practices
- Initiate celebration of individual success, group success, and that of the whole class
- Use feedback to revise or update work to help meet their learning target
- Surveys indicate students want to continue making progress
- Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- Utilize new methods to celebrate success
- Provide additional opportunities to give feedback

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Teacher Instructional Techniques (Check all that apply)

- Establish routines for student grouping and interaction for the expressed purpose of processing content
- Provide guidance regarding group interactions and critiquing the reasoning of others
- Provide guidance on one or more cognitive skills appropriate for the lesson
- Utilize assignments or tasks at the appropriate taxonomy level of content
- Provide guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Work within groups with an organized purpose
- Exhibit awareness of the power of interpretations
- Avoid negative thinking
- Take various perspectives
- Interact responsibly and respectfully critique the reasoning of others
- Appear to know how to handle controversy and conflict resolution
- Actively ask and answer questions about the content (i.e. assignments or tasks)
- Add their perspectives to discussions
- Generate clarifying questions about the content
- Explain individual student and/or group thinking about the content
- Take responsibility for the learning of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources | <ul style="list-style-type: none"> <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources |
|---|---|

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Teacher Instructional Techniques (Check all that apply)

- Involve students in designing classroom routines and procedures to develop a culturally responsive classroom
- Actively teach student self-regulation strategies
- Use classroom meetings to review and process rules and procedures to ensure equity
- Remind students of rules and procedures
- Ask students to restate or explain rules and procedures
- Provide cues or signals when a rule or procedure should be used
- Physically occupy all quadrants of the room
- Scan the entire room, making eye contact with each student
- Recognize potential sources of disruption and deal with them immediately
- Proactively address inflammatory situations
- Consistently exhibit "withitness" behaviors
- Recognize and/or acknowledge students or groups who follow rules and procedures
- Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Follow clear routines during class
- Explain classroom rules and procedures
- Describe the classroom as an orderly and safe environment
- Recognize cues and signals by the teacher
- Self-regulate behavior while working individually
- Self-regulate behavior while working in groups
- Recognize that the teacher is aware of their behavior
- Interact responsibly with teacher and other students
- Explain how the individuality of each student is honored in the classroom
- Describe the teacher as fair and responsive to individual students
- Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- Move purposefully about the classroom and efficiently access materials

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- Modify rules and procedures
- Seek additional student input
- Reorganize physical layout of the classroom

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

Example Teacher Instructional Techniques (Check all that apply)

- Take action or use specific strategies to re-engage students
- Use academic games
- Manage response rates
- Use physical movement
- Maintain a lively pace
- Use crisp transitions from one activity to another
- Demonstrate intensity and enthusiasm for the content
- Use friendly controversy
- Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- Present unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Behaviors show awareness that the teacher is noticing students' level of engagement
- Behaviors show the engagement strategy increases engagement
- Student-centered tasks and processes produce high levels of engagement
- Talk with groups or in response to questions is focused on critical content
- Engage in the critical content with enthusiasm
- Self-regulate engagement and engagement of peers
- Actions show students are motivated by the teacher
- Behaviors show students are inspired by the teacher
- Multiple students or the entire class respond to questions posed by the teacher
- Artifacts/student work indicate students are engaged in the critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- Vary engagement technique
- Reorganize groups
- Modify task
- Utilize peer resources
- Vary resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (Check all that apply)

- Encourage students to share their thinking and perspectives
- Seek student input regarding classroom activities and culture
- Relate content-specific knowledge to personal aspects of students' lives
- Discuss with students about topics in which they are interested
- Discuss equity and individual needs of students
- Use student input and feedback to maintain an academic focus on rigor
- Build student interests into lessons (i.e. incorporate cultural connections)
- Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- Compliment students regarding academic and personal accomplishments
- Engage in conversations with students about events in their lives outside of school
- When appropriate, use humor and/or playful dialogue with students
- Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.)
- Remain calm in response to inflammatory situations
- Interact with each student in the same calm and controlled fashion
- Remain objective and in control by not demonstrating personal offense at student misconduct
- Celebrate students' individual diversity, uniqueness, and cultural traditions

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- Respond positively to verbal interactions with the teacher
- Respond positively to nonverbal interactions with the teacher
- Readily share their perspectives and thinking with the teacher
- Describe their teacher as respectful and responsive to the diverse needs of each student
- Actions show students trust the teacher to advocate for them
- Contribute to a positive classroom community through interactions with peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- Seek additional input from students
- Seek additional resources for self and students
- Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Example Teacher Instructional Techniques (Check all that apply)

- Use methods to ensure each student is held responsible for participation in classroom activities
- Chart questioning patterns to ensure each student is asked questions with the same frequency
- Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- Does not allow negative or sarcastic comments about any student
- Identify students for whom expectations are different and the various ways in which these students have been treated differently
- Provide students with strategies to avoid negative thinking about one's thoughts and actions
- Ask questions of each student at the same rate and frequency
- Ask complex questions of each student that require conclusions at the same rate and frequency
- Rephrase questions for each student when they provide an incorrect answer
- Probe each student to provide evidence of their conclusions
- Ask each student to examine the sources of their evidence
- Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- Probe each student to further explain their answers when they are incorrect
- Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Treat each other with respect
- Actions show students avoid negative thinking about personal thoughts and actions
- Respond to difficult questions
- Take risks by offering incorrect or alternative answers
- Participate in classroom activities and discussions
- Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"
- Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- Model teacher behaviors that show care and respect for each classmate
- Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- Modify questioning techniques and patterns
- Reorganize seating patterns and groups
- Reflect on student interactions and change teacher behaviors

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Domain 4: Professional Responsibilities

Adhering to School/District Policies and Procedures
Focus Statement: Teacher adheres to school and district policies and procedures.
Desired Effect: Teacher adheres to school and district rules and procedures.
Example Teacher Evidence (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Performs assigned duties <input type="checkbox"/> Fulfills responsibilities in a timely manner <input type="checkbox"/> Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.) <input type="checkbox"/> Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.) <input type="checkbox"/> Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.) <input type="checkbox"/> Maintains confidentiality of colleagues, students, and families <input type="checkbox"/> Advocates for equality for each student <input type="checkbox"/> Demonstrates personal integrity and ethics <input type="checkbox"/> Uses social media appropriately

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures <i>and</i> articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Example Teacher Evidence (Check all that apply)

- Participates in professional development opportunities
- Demonstrates content expertise and knowledge in the classroom
- Seeks mentorship from subject area experts
- Seeks mentorship from highly effective teachers
- Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- Demonstrates a growth mindset and/or seeks feedback
- Implements a deliberate practice or professional growth plan
- Seeks innovative ways to improve student achievement
- Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- Uses a reflection process for analysis of specific instructional strengths and weaknesses
- Explains the differential effects of specific classroom strategies on closing the achievement gap
- Seeks opportunities to develop deeper understanding of cultural responsiveness
- Uses formative and summative data to make instructional planning decisions
- Teacher observational data is correlated to student achievement data
- Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies <i>and</i> provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

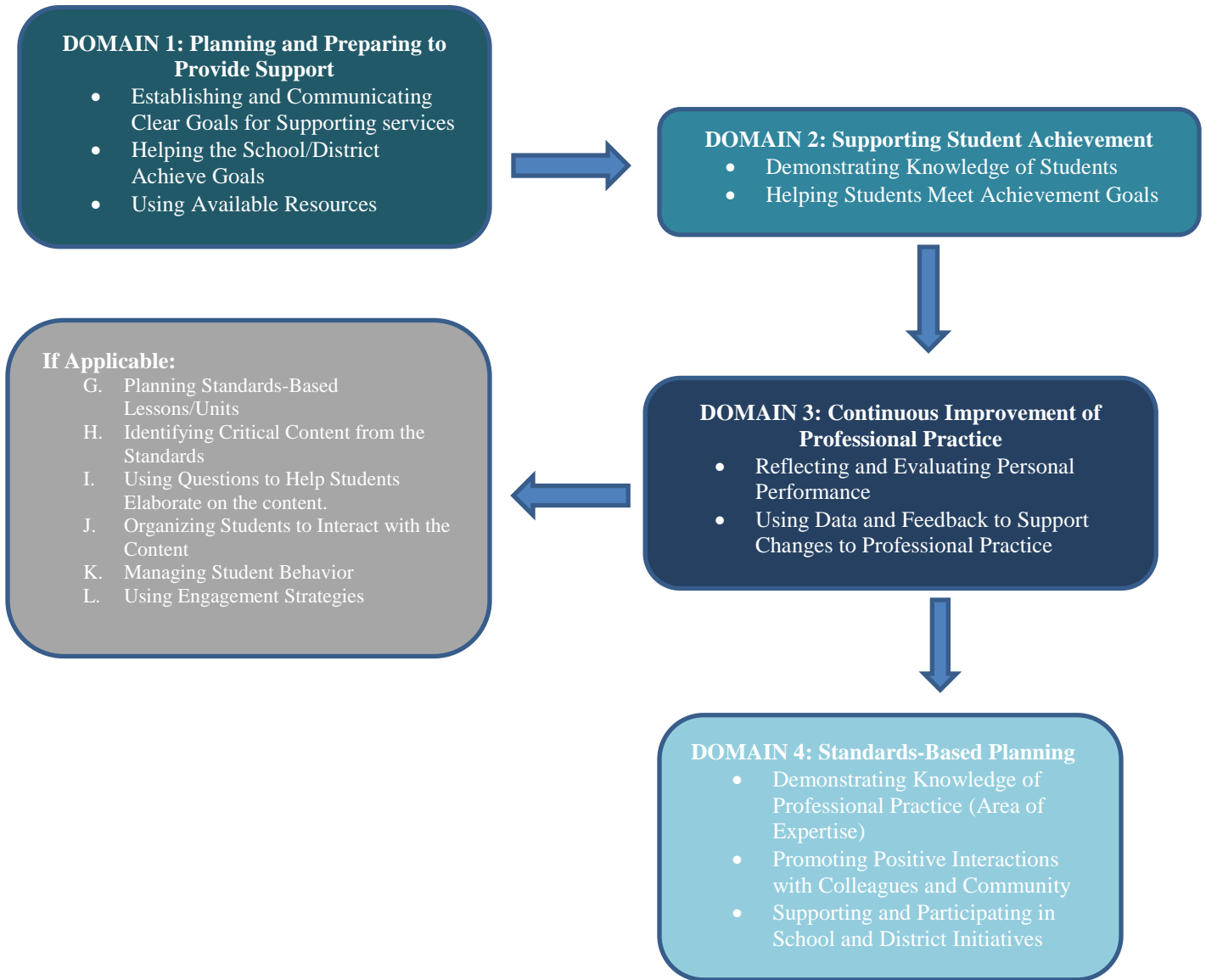
Example Teacher Evidence (Check all that apply)

- Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- Documents specific situations of mentoring other teachers
- Works cooperatively with appropriate school personnel to address issues that impact student learning
- Accesses available expertise and resources to support students' learning needs
- Promotes positive conversations and interactions with teachers and colleagues
- Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- Encourages parent involvement in classroom and school activities
- Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- Uses multiple means and modalities to communicate with families
- Seeks a role and participates in Professional Learning Community meetings
- Serves as a student advocate in the classroom, school, and community
- Participates in school and community activities as appropriate to support students and families
- Serves on school and district-level committees
- Works to achieve school and district improvement goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration <i>and</i> provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.



Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Desired Effect: School/district knows the supporting services provided by the instructional support member.
Example Instructional Support Member Evidence (Check all that apply)
<ul style="list-style-type: none"> <input type="checkbox"/> Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school <input type="checkbox"/> Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals <input type="checkbox"/> Communicates goals to appropriate school or district personnel <input type="checkbox"/> References and updates goals and plan for support throughout the year <input type="checkbox"/> Goals confirm knowledge consistent with professional area of responsibility <input type="checkbox"/> Supporting services demonstrate knowledge of human growth and development <input type="checkbox"/> Data are used in the planning and goal setting process <input type="checkbox"/> Elicits input from school regarding needed services and support <input type="checkbox"/> Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services
Example Implementation Evidence (Check all that apply)
<ul style="list-style-type: none"> <input type="checkbox"/> Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district <input type="checkbox"/> Explains how goals support and align with school and/or district goals. <input type="checkbox"/> Explains how data were used to establish goals <input type="checkbox"/> Explains how their actions and/or activities relate to the goals <input type="checkbox"/> Artifacts support clear communication of goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district <i>and</i> monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Helping the School/District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

Example Instructional Support Member Evidence (Check all that apply)

- Demonstrates knowledge of school/district goals
- Goals to provide services align with and support the school/district goals
- Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in the committees, working with student groups, advising, etc.)
- Maintains accurate records of support provided that help the school/district achieve goals
- Provides accurate and relevant input to support the school/district

Example Implementation Evidence (Check all that apply)

- Artifacts reveal the instructional support member helped individual and groups of students achieve goals
- Artifacts reveal the instructional support member achieved goals to provide supporting services
- Artifacts confirm the instructional support member helped the school/district achieve goals
- Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from his/her area, of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals <i>and</i> monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Using Available Resources

Focus Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Example Instructional Support Member Evidence (Check all that apply)

- Resources are identified and reflected in planning documents
- Resources are used to enhance the implementation of goals for supporting services
- Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- Data are used as a resource when planning support
- Resources are used appropriately to support the school/district
- Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)

Example Implementation Evidence (Check all that apply)

- Identifies resources implemented within the school community that enhance supporting services
- Artifacts show the use of available resources provided support for the school
- Data substantiates the use of resources in implementing goals for support services and/or instructional activities
- Describes how use of resources within the school community enhanced implementation of supporting services and/or instructional activities
- Artifacts demonstrate the use of technology enhanced supporting services

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district <i>and</i> monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students
Focus Statement: : Instructional support member demonstrates knowledge of the unique needs of students in the school/district
Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.
<p>Example Instructional Support Member Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies students with unique needs <input type="checkbox"/> Communicates expectation for each student to be successful <input type="checkbox"/> Advocates for students who need accommodations and/or modifications to the curriculum <input type="checkbox"/> Seeks appropriate services to help students with unique needs <input type="checkbox"/> Identifies families to assist with learning how to plan and advocate for their student <input type="checkbox"/> Collaborates with other school personnel to help students with unique needs to meet achievement goals <input type="checkbox"/> Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds <input type="checkbox"/> Extinguishes negative comments about students with unique needs interests, and/or backgrounds <input type="checkbox"/> Demonstrates knowledge of humans growth and development <input type="checkbox"/> Recognizes and addresses student needs and interests during interactions <input type="checkbox"/> Identifies equity issues for students (when appropriate) <input type="checkbox"/> Helps students learn how to become self-advocates
<p>Example Implementation Evidence (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate services to help students with unique needs <input type="checkbox"/> Assists families in learning to plan and advocate for their student <input type="checkbox"/> Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs <input type="checkbox"/> Artifacts support identification of students who need special assistance <input type="checkbox"/> Explains how accommodations and/or modifications help address the unique needs of students <input type="checkbox"/> Artifacts demonstrate support of individual students to meet achievement goals <input type="checkbox"/> Artifacts reveal that students receive appropriate modifications or accommodations <input type="checkbox"/> Actively addresses equity issues for students (when appropriate) <input type="checkbox"/> Students identify the instructional support member as one who advocates for them <input type="checkbox"/> Artifacts demonstrate students act as self-advocates <input type="checkbox"/> Explains how knowledge of the unique needs of students helps support students in achievement of their goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of the unique needs of students in their school/district.	Demonstrates knowledge of the unique needs of students in the school/district <i>and</i> monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping remove barriers that impeded student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Example Instructional Support Member Evidence (Check all that apply)

- Identifies students who need help meeting achievement goals
- Advocates for students who need assistance gaining access to critical curriculum
- Provides plans and/or artifacts of helping remove barriers for the benefit of students
- Assists families in learning how to plan and advocate for their student
- Assists families in learning to identify the barriers
- Collaborates with other school personnel to help students meet achievement goals
- Behaviors indicate value and respect for students who may have barriers to achieving goals
- Extinguishes negative comments about students who have barriers to achieving goals
- Sets high expectations for each student
- Communicates with families about how to help their students remove barriers

Example Implementation Evidence (Check all that apply)

- Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- Artifacts support identification of students who received help meeting their achievement goals
- Explains how removing barriers helped students meet achievement goals
- Explains how removing barriers helped individual students gain equal access to critical curriculum
- Artifacts reveal students have equal access to critical curriculum
- Students identify the instructional support member as one who advocates for them by helping remove barriers
- Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement <i>and</i> monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how <i>they</i> successfully helped remove barriers to help students meet achievement goals.

A. Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets that demonstrate a progression of learning.

Desired Effect: Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets that demonstrate a progression of learning.

Example Instructional Support Member Evidence (Check all that apply):

- Plans exhibit a focus on the essential standards
- Plans include a scale that builds a progression of knowledge from simple to complex
- Plans identify learning targets aligned to the rigor of required standards
- Plans identify specific instructional strategies appropriate for the learning target
- Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- Lessons are planned with teachable chunks of content
- When appropriate, lessons/units are integrated with other content areas
- When appropriate, learning targets and unit plans include district scope and sequence
- Plans illustrate how equity is addressed in the classroom
- When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- When appropriate, plans illustrate how EL strategies are addressed in the classroom
- When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence (Check all that apply):

- Lesson plans align to grade level standard(s) with targets and use performance scale
-

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded that demonstrate a progression of learning	Using established content standards, attempts to plan rigorous units with learning targets that demonstrate a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrate a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrate a progression of learning and provides evidence of implementing lessons/units plans aligned to grade level standard(s)	Implements lessons/units plans aligned to grade level standard(s) using learning targets that demonstrate a positive impact on student learning.

B. Identifying Critical Content from the Standards

Focus Statement: Teacher uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Formative evidence demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Instructional Support member/Teacher Instructional Techniques (Check all that apply):

- Begins the lesson or activity by explaining why upcoming content is important
- Accurately identifies critical content
- Cues the importance of upcoming content in some direct and/or indirect fashion
 - Tone of Voice
 - Body position
 - Level of Excitement
 - Marker technique

Example Student Evidence of Desired Effect: Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. (Check all that apply)

- Describe the level of importance of the content addressed in the lesson or activity
- Explain why it is important to pay attention to the content
- Body language and other visible behaviors indicate students pay attention to the critical content

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect OR less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect OR at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners OR 90-100% of students are demonstrating the desired effect.

C. Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Formative evidence demonstrates students accurately elaborate on content.

Example Instructional Support member/Teacher Instructional Techniques (Check all that apply):

- Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- Asks detail questions
- Asks category questions
- Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations, etc.),
- Asks students to provide evidence (e.g. prior knowledge, textual evidence, etc.) for their elaborations
- Presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- Models the process of using evidence to support elaboration
- Models processes and proficiencies to support mathematical elaboration
- Models implementation of appropriate wait time when questioning

Example Student Evidence of Desired Effect: Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. (Check all that apply)

- Answer detail questions about the content
- Identify characteristics of content-related categories
- Make general elaborations about the content
- Provide evidence and support for elaborations
- Identify basic relationships between ideas and how one idea relates to another
- Artifacts/student work demonstrate students can make well-supported elaborative inferences
- Discussions demonstrate students can make well-supported elaborative inferences
- Discussions are grounded in evidence from text, both literary and informational
- Discussions and student work provide evidence of mathematical elaboration

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect OR less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect OR at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners OR 90-100% of students are demonstrating the desired effect.

D. Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Formative evidence demonstrates students process content (i.e. new, practicing and deepening, complex knowledge) as a result of group organization.

Example Instructional Support member/Teacher Instructional Techniques (Check all that apply):

- Establishes routines for student grouping and interaction for the expressed purpose of processing content
- Provides guidance regarding group interactions and critiquing the reasoning of others
- Provides guidance on one or more cognitive skills appropriate for the lesson
- Utilizes assignments or tasks at the appropriate taxonomy level of content
- Provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Organizes students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect:

- Work within groups with an organized purpose
- Exhibit awareness of the power of interpretations
- Avoid negative thinking
- Take various perspectives
- Interact responsibly and respectfully critique the reasoning of others
- Appear to know how to handle controversy and conflict resolution
- Actively ask and answer questions about the content (i.e. assignments or tasks)
- Add their perspectives to discussions
- Generate clarifying questions about the content
- Explain individual student and/or group thinking about the content
- Take responsibility for the learning of peers

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect OR less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect OR at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners OR 90-100% of students are demonstrating the desired effect.

E. Managing Student Behavior

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Instructional Support member/Teacher Instructional Techniques (Check all that apply):

- Involves students in designing classroom routines and procedures to develop a culturally responsive classroom
- Actively teaches student self-regulation strategies
- Uses classroom meetings to review and process rules and procedures to ensure equity
- Reminds students of rules and procedures
- Asks students to restate or explain rules and procedures
- Provides cues **or** signals when a rule or procedure should be used
- Physically occupies all quadrants of the room
- Scans the entire room, making eye contact with each student
- Recognizes potential sources of disruption and deal with them immediately
- Proactively addresses inflammatory situations
- Consistently exhibits "withitness" behaviors
- Recognizes and/or acknowledge students **or** groups who follow rules and procedures
- Organizes and/or acknowledge students or groups who follow rules and procedures

Example Student Evidence of Desired Effect:

- Follow clear routines during class
- Explain classroom rules and procedures
- Describe the classroom as an orderly and safe environment
- Recognize cues and signals by the teacher
- Self-regulate behavior while working individually
- Self-regulate behavior while working in groups
- Recognize that the teacher is aware of their behavior
- Interact responsibly with teacher and other students
- Explain how the individuality of each student is honored in the classroom
- Describe the teacher as fair and responsive to individual students
- Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- Move purposefully about the classroom and efficiently access materials

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect OR less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect OR at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners OR 90-100% of students are demonstrating the desired effect.

F. Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Formative evidence demonstrates students engage or re-engage with the content as a result of teacher action.

Example Instructional Support member/Teacher Instructional Techniques (Check all that apply):

- Takes action or uses specific strategies to re-engage students
- Uses academic games
- Manages response rates
- Uses physical movement
- Maintains a lively pace
- Uses crisp transitions from one activity to another
- Demonstrates intensity and enthusiasm for the content
- Uses friendly controversy
- Provides opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)

Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect:

- Behaviors show awareness that the teacher is noticing students' level of engagement
- Behaviors show the engagement strategy increases engagement
- Student-centered tasks and processes produce high levels of engagement
- Talk with groups or in response to questions is focused on critical content
- Engage in the critical content with enthusiasm
- Self-regulate engagement and engagement of peers
- Actions show students are motivated by the teacher
- Behaviors show students are inspired by the teacher
- Multiple students or the entire class respond to questions posed by the teacher

Artifacts/student work indicate students are engaged in the critical content

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect OR less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect OR at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners OR 90-100% of students are demonstrating the desired effect.

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance
Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.
Example Instructional Support Member Evidence (Check all that apply)
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a reflection process for analysis of specific strengths and weaknesses <input type="checkbox"/> Keeps track of specifically identified focus areas for improvement <input type="checkbox"/> Identifies and keeps track of specific areas identified based on individual interest <input type="checkbox"/> Describes how specific areas for improvement are identified <input type="checkbox"/> Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility <input type="checkbox"/> Provides a written analysis of specific causes of success or difficulty <input type="checkbox"/> Explains the differential effects of specific strategies and behaviors that yield results <input type="checkbox"/> Exhibits characteristics of a growth mindset

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors <i>and</i> identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

Example Instructional Support Member Evidence (Check all that apply)

- Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- Identifies the data and feedback used to develop a professional growth plan
- Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- Describes progress toward meeting the goals outlined in the plan as supported by evidence
- Charts progress toward professional growth plan goals and supports by evidence
- Seeks mentorship from experts in area of professional responsibility
- Seeks innovative ways to improve professional practice

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and time-lines for measuring progress <i>and</i> demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)
Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.
Example Instructional Support Member Evidence (Check all that apply)
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional development opportunities <input type="checkbox"/> Demonstrates knowledge of processes and protocols associated with professional area of expertise <input type="checkbox"/> Demonstrates knowledge of state and federal laws associated with professional area of expertise <input type="checkbox"/> Keeps record of specific situations during which he/she mentored other instructional support members <input type="checkbox"/> Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways <input type="checkbox"/> Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors <input type="checkbox"/> Leads or facilitates professional development activities <input type="checkbox"/> Disseminates information in an accurate manner <input type="checkbox"/> Provides accessibility for professional services to students and school <input type="checkbox"/> Describes specific situations in which he/she has mentored colleagues to share expertise <input type="checkbox"/> Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise <i>and</i> is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

Example Instructional Support Member Evidence (Check all that apply)

- Works cooperatively with appropriate colleagues to address issues that impact the school
- Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- Accesses available expertise and resources to support the school
- Describes situations in which he/she interacts positively with colleagues to promote and support learning
- Describes situations in which he/she helped extinguish negative conversations about other colleagues
- Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- Communicates with parents in a consistent and timely manner regarding student expectations, progress, and for concerns
- Encourages parent involvement in classroom and school activities
- Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families
- Uses multiple means and modalities to communicate with families
- Responds to requests for support, and/or assistance promptly
- Respects and maintains confidentiality of student/family information
- Describes instances when he/she interacted positively with students, parents, and/or the community
- Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community
- Participates as an active member of a Professional Learning Community
- Collaborates with the school community

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning <i>and</i> result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Supporting and Participating in School and District Initiatives

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

Example Instructional Support Member Evidence (Check all that apply)

- Participates in school activities and events as appropriate to support students and the school community.
- Serves on school and district committees
- Works to achieve school and district improvement goals
- Provides record of specific situations in which he/she has participated in school and/or district initiatives
- Describes or shows evidence of participation in school and/or district initiatives
- Exhibits characteristics of a growth mindset

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility <i>and</i> actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures		
Teaching Assignment	Mid-year Assessments	End-of-the- Year Assessments
Pre-Kindergarten (PK)	FAST Early Literacy (PM2) FAST Math (PM2)	FAST Early Literacy (PM3) FAST Math (PM3)
Kindergarten (K)	FAST Early Literacy (PM2) FAST Math (PM2)	FAST Early Literacy (PM3) FAST Math (PM3)
First Grade (1)	FAST Early Literacy (PM2) FAST Math (PM2)	FAST Early Literacy (PM3) FAST R Math (PM3)
Second Grade (2)	FAST Early Literacy (PM2) FAST Math (PM2)	FAST Early Literacy (PM3) STAR Math (PM3)
Third Grade (3)	FAST Reading/Math (PM2)	FAST Reading/Math (PM3)
Fourth Grade (4)	FAST Reading/Math (PM2)	FAST Reading/Math (PM3)
Fifth Grade (5)	FAST Reading/Math (PM2)	FAST Reading/Math (PM3)
Other (K-5) (including non-classroom instructional personnel)	FAST Reading (PM2) District 5 th Grade Science Formative Assessment	FAST Reading (PM3) FLDOE 5 th Grade Science Assessment
English/Language Arts, Reading Courses (6-8)	FAST Reading (PM2)	FAST Reading (PM3)
Math Courses (6-8)	FAST Math (PM2)	FAST Math (PM3)
Science Courses (8)	District 8 th Grade Science Formative Assessment	FLDOE 8 th Grade Science Assessment
Other (6-8) (including non-classroom instructional personnel)	FAST Reading District Algebra 1 EOC Formative Assessment	FAST Reading Algebra 1 EOC
English 1	FAST Reading (PM2)	FAST Reading (PM3)
English 2	FAST Reading (PM2)	FAST Reading (PM3)
English 3	FAST Reading (PM2)	FAST Reading (PM3)
English 4	FAST Reading (PM2)	FAST Reading (PM3)
AP English Comp	FAST Reading (PM2)	FAST Reading (PM3)
Algebra 1 (Honors); Algebra 1B	District Algebra 1 EOC Formative Assessment	Algebra 1 EOC
Pre-AICE Mathematics 1		N/A
IB Middle Years Algebra 1 Honors	District Algebra 1 EOC Formative Assessment	Algebra 1 EOC
Geometry (Honors)	District Geometry EOC Formative Assessment	Geometry. EOC
IB Middle Years Geometry Honors	N/A	N/A
Pre-AICE Mathematics 2	N/A	N/A
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB;	District Biology EOC Formative Assessment	Biology EOC

Student Performance Measures		
Teaching Assignment	Mid-year Assessments	End-of-the- Year Assessments
Integrated Science 3 (Honors)		
Pre-AICE Biology	N/A	N/A
IB Middle Years Biology Honors	N/A	N/A
Civics	District Civics EOC Formative Assessment	FLDOE Civics EOC
U.S. History	District U.S. History EOC Formative Assessment	FLDOE US History EOC
ROTC	FAST Reading	FAST Reading (PM3)
Other (9-12) (including non-classroom instructional personnel)	FAST Reading	FAST Reading (PM3)
District Non-Classroom Instructional Personnel	FAST Reading	FAST Reading (PM3)

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

See next page.

**GADSDEN COUNTY SCHOOL DISTRICT
Midyear Teacher Evaluation Form**

Employee Name: _____ **Employee ID #:** _____ **School/Department:** _____
Job Title: _____ **School Year:** _____ **Supervisor Name:** _____

This form serves as a permanent record of an administrator’s evaluation of classroom/non classroom teachers’ performance during a school year. It is based on Marzano criteria for highly effective instructional practices.

PERFORMANCE LEVELS

Performance Description	Evaluation Level
Highly Effective	3.2-4.0
Effective	2.1-3.1
Developing/Needs Improvement	1.5-2.0
Unsatisfactory	1.0-1.4

	Instructional Practice (33.3%)	Student Growth (33.3%)	Deliberate Practice (33.3%)	Student Growth Score Type	Evaluation Level
Score					

Please review carefully, select agree or disagree, and sign document.

This evaluation has been reviewed by me: _____ I agree with the evaluation. _____ I disagree with the evaluation.

I further understand that by signing this form, I do not waive any right I have under the Collective Bargaining Agreement or Florida Statute. My signature merely demonstrates receipt of the document and does not necessarily indicate agreement with the content.

Employee Signature

Date

Supervisor Signature

Date

**GADSDEN COUNTY SCHOOL DISTRICT
Annual Teacher Evaluation Form**

Employee Name: _____ **Employee ID #:** _____ **School/Department:** _____
Job Title: _____ **School Year:** _____ **Supervisor Name:** _____

This form serves as a permanent record of an administrator’s evaluation of classroom/non classroom teachers’ performance during a school year. It is based on Marzano criteria for highly effective instructional practices.

PERFORMANCE LEVELS

Performance Description	Evaluation Level
Highly Effective	3.2-4.0
Effective	2.1-3.1
Developing/Needs Improvement	1.5-2.0
Unsatisfactory	1.0-1.4

	Instructional Practice (33.3%)	Student Growth (33.3%)	Deliberate Practice (33.3%)	Student Growth Score Type	Annual Evaluation Level
Score					

Please review carefully, select agree or disagree, and sign document.

This evaluation has been reviewed by me: _____ I agree with the evaluation. _____ I disagree with the evaluation.

I further understand that by signing this form, I do not waive any right I have under the Collective Bargaining Agreement or Florida Statute. My signature merely demonstrates receipt of the document and does not necessarily indicate agreement with the content.

Employee Signature

Date

Supervisor Signature

Date