School District of Gadsden County

Instructional Personnel Evaluation System 2025-2026

Rule 6A-5.030, F.A.C.
Effective November 2023

Form IEST-2023

Updated October 14, 2024

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- 2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

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.

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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 purpose of the instructional personnel evaluation system is to improve district-wide professional competence, classroom performance, professional growth, and to serve as a basis for management decisions. The process uses valid, research-based procedures and instruments to identify effective teaching and provide feedback for ongoing professional development.

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 (FEAP) adopted by the State Board of Education.

☒The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAP, 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 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.

District Procedures

☒The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.

☒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 acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.

☒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 learning; 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 learning programs, pursuant to section 1012.98(11), 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 learning; 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.

1. 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	Within 30 days upon hire	All instructional personnel will receive a face-to-face orientation during pre-school professional development facilitated by the administrators via PowerPoint. The presentation will be available on Google Drive. A copy of the evaluation handbook will be provided.
Newly Hired Classroom Teachers	Within 30 days upon hire	All instructional personnel will receive a face-to-face orientation facilitated by the administrators via PowerPoint. The presentation will be available on Google Drive. A copy of the evaluation handbook will be provided.
Late Hires	Within 30 days upon hire	Small group and/or individual training facilitated by the administrators via PowerPoint. The presentation will be available on Google Drive. A copy of the evaluation handbook will be provided.

2. 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.

   Gadsden County School District instructional personnel as defined in 1012.01(2)(a-d) excluding substitutes are placed into one of three categories as defined below:

   • *Category 1, First Year Teachers* – Employees who are in their first or second years of employment or first year of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VI, Section B of the GCCTA Collective Bargaining Agreement.

• *Category 2, Annual Contract (AC) Teachers* – Employees as defined above who have third or more consecutive year of employment with the District. Time starts

with the employment contract date and does not include administrative and/or previous teaching

time with the District or teaching time in other Counties/States/Countries as delineated in Article VI, Section B of the GCCTA Collective Bargaining Agreement.

• *Category 3, Professional Service Contract (PSC) or Continuing Contract (CC) Teachers* – Instructional personnel/employees as defined above who were employed by the district and held a professional contract prior to July 1, 2011 and has maintained consecutive years of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers (Category 2 and Category 3)			
Hired before the beginning of the school year	At least 1 Informal & 1 Formal Observation	At least 1 Informal and 1 Formal completed by the end of the evaluation period. The order is to be determined by the teacher but must meet the following guidelines: ● 1 completed by 12/15 ● 1 completed by 4/15	No later than 10 business days after the observation
Hired after the beginning of the school year. (after 11/1)	At least 1 Formal Observation	At least 1 Formal completed by 4/15.	No later than 10 business days after the observation
Newly Hired Classroom and Non-Classroom Teachers (Category 1)			
Hired before the beginning of the school year	At least 2 Informal & 2 Formal Observation	Mid-Year Evaluation • 1 Informal completed by 11/1 • 1 Formal completed by 12/15 Final Evaluation • 1 Informal completed by 2/28 • 1 Formal completed by 4/15	No later than 10 business days after the observation
Hired after the beginning of the school year. (after 11/1)	At least 1 Informal & 1 Formal Observation	• 1 Informal completed by 2/28 • 1 Formal completed by 4/15	No later than 10 business days after the observation

3. 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 2 and Category 3)			
Hired before the beginning of the school year	At least 1 Informal & 1 Formal Observation	At least 1 Informal and 1 Formal completed by the end of the evaluation period. The order is to be determined by the teacher but must meet the following guidelines: ● 1 completed by 12/15 ● 1 completed by 4/15	No later than 10 workdays after the observation
Hired after the beginning of the school year. (after 11/1)	At least 1 Formal Observation	At least 1 Formal completed by 4/15.	No later than 10 workdays after the observation
Newly Hired Classroom and Non-Classroom Teachers (Category 1)			
Hired before the beginning of the school year	At least 2 Informal & 2 Formal Observation	Mid-Year Evaluation • 1 Informal completed by 11/1 • 1 Formal completed by 12/15 Final Evaluation • 1 Informal completed by 2/28 • 1 Formal completed by 4/15	No later than 10 workdays after the observation
Hired after the beginning of the school year. (after 11/1)	At least 1 Informal & 1 Formal Observation	• 1 Informal completed by 2/28 • 1 Formal completed by 4/15	No later than 10 workdays after the observation

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 **45** % 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 the Marzano Focused Teacher and Focused Non-Classroom Instructional Support Personnel Evaluation Models.

   Participants:

   • *Category 1, First Year Teachers* – Employees who are in their first or second years of employment or first year of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VI, Section B of the GCCTA Collective Bargaining Agreement.

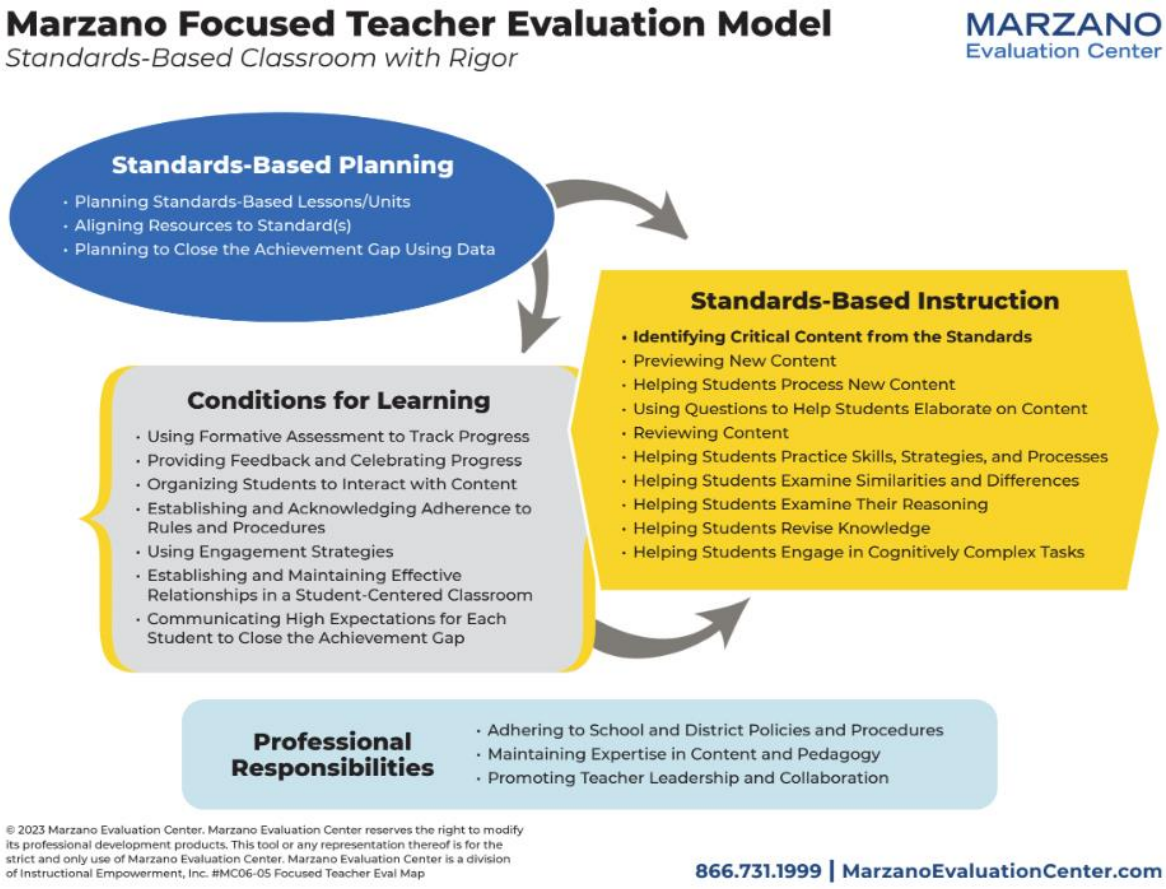
   • *Category 2, Annual Contract (AC) Teachers* – Employees as defined above who have third or more consecutive year of employment with the District. Time starts with the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VI, Section B of the GCCTA Collective Bargaining Agreement.

   • *Category 3, Professional Service Contract (PSC) or Continuing Contract (CC) Teachers* – Instructional personnel/employees as defined above who were employed by the district and held a professional contract prior to July 1, 2011 and has maintained consecutive years of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.

Classroom Teacher Evaluation Model

The Marzano Focused Teacher Evaluation Model streamlines current research and validation studies—zeroing in on 23 essential teacher competencies for improved clarity, efficiency, and effectiveness.

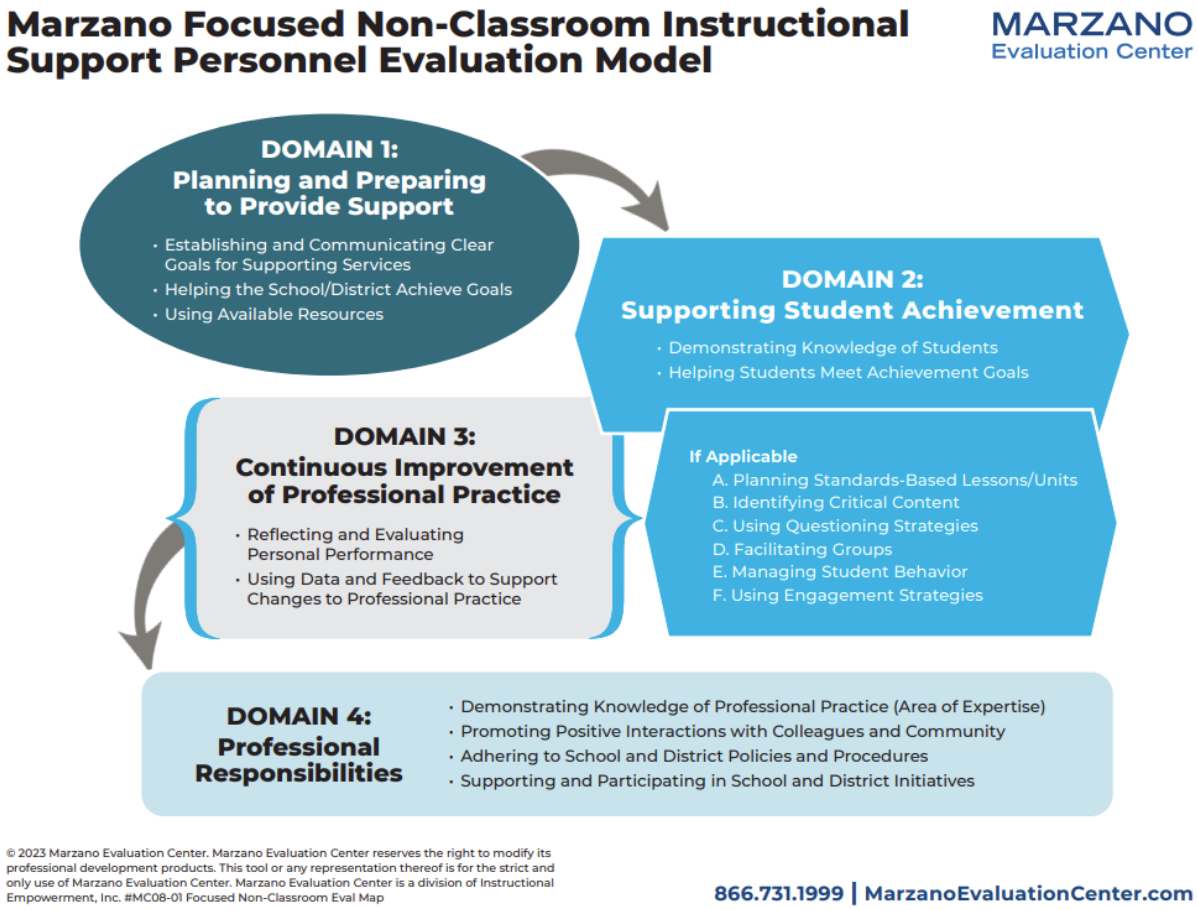
For each competency, the model incorporates a focus statement and desired effect, plus sample instructional techniques and strategies for evaluating student work. Look to these four clearly marked domains of expertise for effectiveness indicators.



Non-Classroom Instructional Support Personnel Evaluation Model

The Focused Non-Classroom Instructional Support Personnel Evaluation Model promotes the use of focused goals and specific behaviors. It serves as a valuable part of our comprehensive approach to evaluation. This model is best suited for staff members who support instruction at the school or district level, but who do not have day-to-day teaching schedules with specific groups of students.

The four domains contain 17 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 comprises both announced and unannounced observations. Observations must be conducted by school administrators. Following is a brief description of these processes:

<table>
<tr><th colspan="3">Implementation Requirements</th></tr>
<tr><td>Formal</td><td>● 30-55 minutes (or until completion of a lesson).
● Must be scheduled between the teacher and the observer for a specific date and time.
● Pre-conference must be a face-to-face meeting.
● Pre-conference must be a face-to-face meeting.</td><td rowspan="3">● Specific written recommendations for improvement must be provided through the observations instrument in iObservation within 10 days (excluding weekends and holidays) of the observation occurring.
● Observations taking place immediately before or after Thanksgiving, Winter, or Spring Breaks are strongly discouraged.</td></tr>
<tr><td>Informal</td><td>● 20-40 minutes.
● May be announced or unannounced.
● For announced observations, either party may request a Pre-conference meeting.</td></tr>
<tr><td>Walkthrough</td><td>● Shall not be used for evaluation purposes but may warrant a subsequent formal observation.</td></tr>
<tr><td>Data Mark</td><td colspan="2">● All Elements are not required to be scored in one academic year.
● Only dominant Elements should be scored during an observation.
● At least 50% of the Elements must be scored for each of the 4 domains during the evaluation period</td></tr>
</table>

<table>
<tr><th colspan="2">Observation Schedule</th></tr>
<tr><td colspan="2">The observation schedule highlights the minimum observation requirements. Additional observations may be conducted throughout the evaluation period as the schedule permits.</td></tr>
<tr><td>Category 1 Teachers</td><td>• 1 Informal completed by 11/1
• 1 Formal completed by 12/15
• 1 Informal completed by 2/28
• 1 Formal completed by 4/15</td></tr>
<tr><td>Category 2 & 3 Teachers</td><td>● At least 1 Informal and 1 Formal completed by the end of the evaluation period.
● The order is to be determined by the teacher but must meet the following guidelines:
● 1 completed by 12/15
● 1 completed by 4/15</td></tr>
</table>

Deliberate Practice Schedule	
Professional Growth Plan (PGP)	● Created in iObservation by 10/17 or within 30 days of hire. ● All instructional/non-classroom instructional personnel will be required to take a self-assessment to establish a baseline for growth ● Evidence added in iObservation by 3/30 ● Finished by the administrators by 4/30
Evaluation Schedule	
Mid-Year Evaluations	● Category 1 Teachers only ● A conference will be held between the principal and teacher by the last instructional day of September to discuss the student performance model (measure with PM2) that will determine the Student Performance Rating portion of the teacher's Mid-Year Evaluation. ● Entered in iObservation by 1/15 ● At least 50% of the Elements from each of the 4 Domains must be scored.
Final Evaluations	● Category 1, 2, 3 Teachers. ● Entered in iObservation by 4/30 ● At least 50% of the Elements from each of the 4 Domains must be scored. ● All of the FEAPs must be observed or scored throughout 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 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. 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)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

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

Category 1 Teachers		Category 2 & 3 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 **5** % 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).

The Professional Practice component 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 between two to five areas of focus (Target Elements) from the Marzano Focused Teacher Evaluation Model of Instruction for which they will work on professionally that year as follows:

- Category 1: 3 – 5 areas of focus (Target Elements)
- Category 2 & 3 Teachers: 2-5 areas of focus (Target Elements)
- All other Non-Classroom Instructions: 2 – 5 areas of focus (Target Elements)

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 the 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 OR Grows 2 Levels	Applying Or Grows 1 Level	No Growth	Not Observed

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 & 3 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, the performance of students accounts for **50** % 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 50 % 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 **50 %** 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 measured through achievement/proficiency/growth on assessments as delineated in Appendix D and will be incorporated into the evaluation calculation based on the scale below. 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).

Mid-year summative evaluations, when applicable, will be based on achievement/proficiency/growth on assessments as delineated in Appendix D. 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.

End-of-the-year evaluations will be based on achievement/proficiency/growth on assessments as delineated in Appendix D. 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)
80-100% of students score proficient or higher for mid-year assessment. **Or** 80-100% of students score proficient or higher or make learning gains* on the end-of-year assessment	65-79% of students score proficient or higher for mid-year assessment. **Or** 65-79% of students score proficient or higher or make learning gains* on the end-of-year assessment.	46-64% of students score proficient or higher for mid-year assessment. **Or** 46-64% of students score proficient or higher or make learning gains * on the end-of-year assessment.	45% of students or less score proficient or higher for mid-year assessment. **Or** 45% of students or less score proficient or higher or make learning gains*on the end-of-year assessment.

Additional Guidelines in Calculating the Student Performance Evaluation Score

- Teachers who test less than 95% of students enrolled in their class may not receive a student performance evaluation score above 70%
- If a student does not take the industry certification examination, where applicable, his/her score will be regarded as a zero (0) for the purpose of calculating the teacher's student performance evaluation score, unless there are extenuating circumstances.
- If a student does not take the AP examination, where applicable, his/her score will be regarded as a zero (0) for the purpose of calculating the teacher's student performance evaluation score, unless there are extenuating circumstances.

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

For student growth, learning gains will be determined based on the guidelines set forth by the Florida Department of Education.

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

The 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 workdays 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 before the employee's last regular duty day of the school year. Category 1 teachers are teachers who have been teaching for 3 years or less and/or who have 4 or more years of experience but are new to the district.

- Category 2 & 3 Teachers – Will be formally evaluated once annually. Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) workdays before the employee's last regular duty day of the school year.

Evaluation System Components

The Evaluation System is made up of three scoring components: **45%** Instructional Practice (IP), **50%** Student Performance (SP), and **5%** Professional Practice (PP). The scoring system, along with the rating scale is 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 to produce the summative evaluation rating and score. For all instructional personnel, the Instructional Practice score will be **45%** of the summative evaluation score. The Professional Practice portion of the instructional evaluation will be **5%.** The Student Learning Growth score will be **50%** 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	3.50 – 4.00
Effective	2.50 – 3.49
Developing/Needs Improvement	1.50 – 2.49
Unsatisfactory	1.00 – 1.49

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

Example #1: Second Grade Teacher
· 4.0 Highly Effective for the Instructional Practice (IP) Score (45%)
· 3.0 Effective for the Student Performance (SP) score (50%)
· 4.0 Highly Effective for the Professional Practice (PP) Deliberate Practice (5%)

Measure	Rating	Score (Rating x Category %)
Instructional Practice (IP)	4.0 – Highly Effective	1.80
Student Performance (SP)	3.0 – Effective	1.50
Professional Practice (PP)	4.0 – Highly Effective	0.20
		3.50

- Then the Summative Rating would be rounded up to two decimal places to become 3.50, according to the Teacher Evaluation Scoring Components Scale above, would fall into the Summative Rating of Highly Effective.

Example #2: Ninth Grade ELA Teacher

- 1.0 Unsatisfactory for the Instructional Practice (IP) Score (45%)
- 1.0 Unsatisfactory for the Student Performance (SP) Score (50%)
- 4.0 Highly Effective for the Professional Practice (PP) Score (5%)

Measure	Rating	Score (Rating x Category%)
Instructional Practice (IP)	1.0 – Unsatisfactory	0.45
Student Performance (SP)	1.0 – Unsatisfactory	0.50
Professional Practice (PP)	4.0 – Highly Effective	0.20
		1.15

- Then the Summative Rating would be rounded up to two decimal places to become 1.15, according to the Teacher Evaluation Scoring Components Scale above, would fall into the Summative Rating of Unsatisfactory.

Appendices

Appendix A – Evaluation Framework Standards

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

Marzano Focused Teacher Evaluation (Florida Model)
to the Florida Educator Accomplished Practices Crosswalk

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	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
STANDARDS-BASED PLANNING	**Planning Standards-Based Lessons/Units:** Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	**A1a.** Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity
		A1b. Sequences lessons and concepts to ensure coherence and required prior knowledge
		A1c. Designs instruction for students to achieve mastery
		A1d. Selects appropriate formative assessments to monitor learning
		A1g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.
		A3e. Relates and integrates the subject matter with other disciplines and life experiences
		A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
	Aligning Resources to Standard(s): Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	**A2i.** Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
		A3g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
	Planning to Close the Achievement Gap Using Data: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	**A1e.** Uses diagnostic student data to plan lessons
		A2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.
		A3c. Identifies gaps in students' subject matter knowledge
		A3d. Modifies instruction to respond to preconceptions or misconceptions
		A3h. Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students
		A4a. 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
		A4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge

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	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
STANDARDS-BASED INSTRUCTION	**Identifying Critical Content from the Standards:** 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.	**A2e.** Models clear, acceptable oral and written communication skills
		A3a. Delivers engaging and challenging lessons
	Previewing New Content: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.	**A3a.** Delivers engaging and challenging lessons
	Helping Students Process New Content: Teacher systematically engages student groups in processing and generating conclusions about new content.	**A3a.** Delivers engaging and challenging lessons
	Using Questions to Help Students Elaborate on Content: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.	**A3f.** Employs questioning that promotes critical thinking
	Reviewing Content: Teacher engages students in brief review of content that highlights the cumulative nature of the content.	**A3a.** Delivers engaging and challenging lessons
	Helping Students Practice Skills, Strategies, and Processes: 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.	**A3a.** Delivers engaging and challenging lessons
	Helping Students Examine Similarities and Differences: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.	**A3a.** Delivers engaging and challenging lessons
		A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
		A3e. Relates and integrates the subject matter with other disciplines and life experiences
	Helping Students Examine Their Reasoning: 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.	**A3a.** Delivers engaging and challenging lessons
		A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
		A3e. Relates and integrates the subject matter with other disciplines and life experiences
	Helping Students Revise Knowledge: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.	**A3a.** Delivers engaging and challenging lessons
	Helping Students Engage in Cognitively Complex Tasks: 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.	**A3a.** Delivers engaging and challenging lessons
		A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
		A3e. Relates and integrates the subject matter with other disciplines and life experiences

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	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
CONDITIONS FOR LEARNING	**Using Formative Assessment to Track Student Progress:** Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.	**A3c.** Identifies gaps in students' subject matter knowledge
		A3j. Utilizes student feedback to monitor instructional needs and to adjust instruction
		A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
		A4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
		A4f. Applies technology to organize and integrate assessment information
	Providing Feedback and Celebrating Progress: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.	**A3i.** Supports, encourages, and provides immediate and specific feedback to students to promote student achievement
		A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
	Organizing Students to Interact with Content: Teacher organizes students into appropriate groups to facilitate the learning of content.	**A1f.** Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
	Establishing and Acknowledging Adherence to Rules and Procedures: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.	**A2b.** Manages individual and class behaviors through a well-planned management system
	Using Engagement Strategies: Teacher uses engagement strategies to engage or re-engage students with the content.	**A2a.** Organizes, allocates, and manages the resources of time, space, and attention
		A2g. Integrates current information and communication technologies
	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom: Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student.	**A2d.** Respects students' cultural linguistic and family background
		A2f. Maintains a climate of openness, inquiry, fairness and support
		A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.
	Communicating High Expectations for Each Student to Close the Achievement Gap: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.	**A2c.** Conveys high expectations to all students

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Marzano Focused Teacher Evaluation (Florida Model) to the Florida Educator Accomplished Practices Crosswalk

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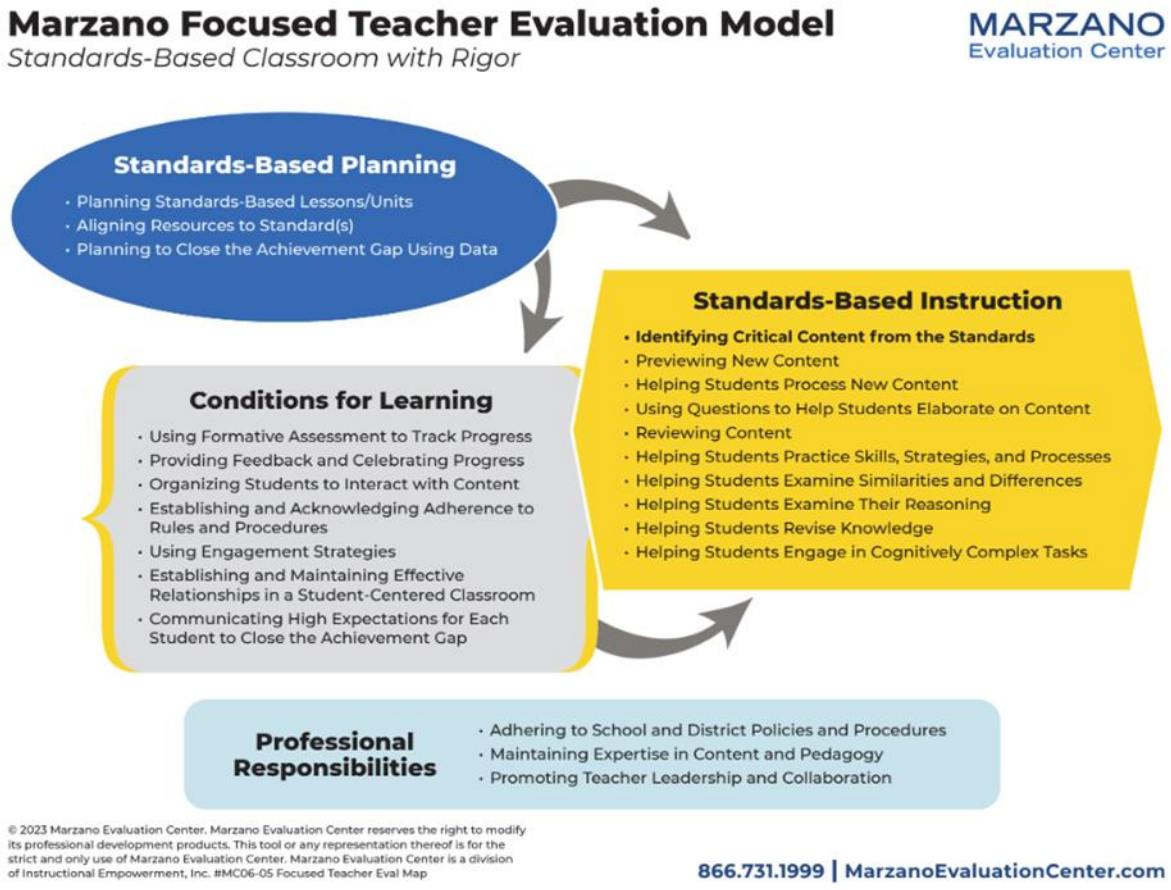
	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
PROFESSIONAL RESPONSIBILITIES	**Adhering to School and District Policies and Procedures:** Teacher adheres to school and district policies and procedures.	**B2a.** Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
		B2b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
		B2c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.
	Maintaining Expertise in Content and Pedagogy: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	**B1a.** Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
		B1b. Examines and uses data-informed research to improve instruction and student achievement
		B1e. Engages in targeted professional growth opportunities and reflective practices
		B1f. Implements knowledge and skills learned in professional development in the teaching and learning process
	Promoting Teacher Leadership and Collaboration: Teacher promotes teacher leadership and a culture of collaboration.	**A4e.** Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
		B1c. 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
		B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

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.



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Domain: Standards-Based Planning

Element: **Planning Standards-Based Lessons/Units**

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	

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

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Optional Evidence

Example Planning Evidence
☐ Plans exhibit a focus on the essential standards required at the appropriate age or grade level ☐ Plans include a scale or learning progression 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 ☐ Planned instruction and student tasks are aligned to both the content and the level of cognitive complexity of the learning target ☐ Lessons are planned with teachable chunks of content ☐ When appropriate, learning targets and unit plans include district scope and sequence ☐ Plans illustrate how the needs of all students are addressed in the classroom ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies are addressed in the classroom
Example Implementation Evidence
☐ Completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level ☐ Completed student assignments/work demonstrate development of applicable mathematical practices ☐ Completed student assignments/work demonstrate grounding in real-world application ☐ Completed student assignments/work demonstrate how the needs of all students have been addressed in the lesson/unit ☐ Completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies have been addressed in the lesson/unit ☐ 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)

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	**Attempts** to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	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 and lessons.**	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

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Optional Evidence

Example Planning Evidence

- ☐ Plans identify how to use traditional resources such as textbooks, 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) and both fiction and non-fiction text as appropriate
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available digital resources will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ☐ 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
- ☐ 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)

Example Implementation Evidence

- ☐ Resources are implemented throughout the lesson as planned
- ☐ Planned traditional resources are utilized by students to engage in the lesson
- ☐ Traditional resources are appropriately aligned to grade level standards
  - Textbooks
  - Manipulatives
  - Primary source materials
- ☐ Planned digital resources are used by students to engage in the lesson
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ☐ Planned resources include ones to which students can relate
- ☐ 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)

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Element: **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 makes progress toward closing the achievement gap.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Uses diagnostic student data to plan lessons (A1e)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	

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 *and* **provides evidence of data showing that each student makes progress toward closing the achievement gap.**	Helps others by sharing evidence of using data showing that each student makes progress toward closing the achievement gap.

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Optional Evidence

Example Planning Evidence
☐ Plans are based on diagnostic data results ☐ Plans include potential instructional adjustments that will or could be made based on student evidence/data ☐ Plans show modifications made to assessments and accommodations used when testing based on students learning styles ☐ Plans include a process for how students will track their individual progress on learning targets ☐ A coherent record-keeping system is developed and maintained on student learning ☐ Plans take into consideration student needs (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 specific needs
Example Implementation Evidence
☐ Data collection is implemented as planned ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual or groups of students at the appropriate grade level targets ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed ☐ Completed student assignments/work reflect accommodations and/or adaptations for individual or groups of students at the appropriate grade level targets ☐ Completed student assignments/work show students track their individual progress on learning targets ☐ Communication 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)

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Domain: Standards-Based Instruction

Element: **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).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale or learning progression that specify critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing, storytelling, and other techniques to bring attention to the critical content
- ☐ Ensure text complexity aligns to the critical content

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **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.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content
- ☐ 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

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

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ 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, anticipation guide, student brainstorming, preview questions or a variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ 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
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning

- ☐ **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.)

- ☐ 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

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

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Break content into appropriate chunks
- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **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.)

- ☐ Discuss, answer questions, and/or generate conclusions about the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ 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

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques ☐ Use a sequence of increasingly complex questions (i.e. detail, category, elaboration- inferences, predictions, projections, definitions, generalizations) as it relates to the content (text) with appropriate wait time ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence) 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
Example Teacher Techniques for Monitoring for Learning ☐ **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.) ☐ Answer detail and category questions about the content ☐ Answer elaborative questions about the content and provide evidence to support elaborations ☐ Identify basic relationships between ideas and how one idea relates to another ☐ Discussions and student work 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 ☐ Rephrase questions/scaffold questions ☐ Modify task ☐ Provide additional resources

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Warm-up or bell-ringer activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **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.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ 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

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

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **weas used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Review and model how to execute the skill, strategy, or process
- ☐ 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
- ☐ 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 purposeful homework that focuses on practice of a skill, strategy, or process

Example Teacher Techniques for Monitoring for Learning

- ☐ **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.)

- ☐ Execute or perform the skill, strategy, or process with increased confidence and 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

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

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Element: **Helping Students Examine Similarities and Differences**

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.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✔ = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Use comparison, classifying, analogy, and/or metaphor activities to examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ 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

- ☐ **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.)

- ☐ Student work on similarities and differences includes student summary of learning (e.g. making conclusions and/or responding to questions) to 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 indicate students have used digital and traditional resources to provide evidence of similarities and differences

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

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

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Element: **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).

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✔ = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ 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 a response (e.g. group talk, peer revisions, debated, inferences)
- ☐ 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
- ☐ 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
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Teacher Techniques for Monitoring for Learning

- ☐ **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.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ 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 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

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

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Prompt students to summarize and defend how their understanding has changed based on new learning
- ☐ 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

- ☐ **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.)

- ☐ Explain what they are clear about and what they are confused about
- ☐ 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 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

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

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing a proposition, proposed theory, or hypothesis
- ☐ Ask students to design how they will test and analyze the strength of support for their proposition, theory, or hypothesis
- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle and perseverance
- ☐ Coach students as they engage 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

- ☐ **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.)

- ☐ 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
- ☐ 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

- ☐ Utilize different coaching/facilitation techniques
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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Domain: Conditions for Learning

Element: **Using Formative Assessment to Track Progress**

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques
☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks) ☐ Ask students to provide evidence of and explain their progress toward the learning target ☐ Facilitate individual conferences regarding use of data to track progress ☐ Use formative measures to chart individual and/or class progress toward learning targets using a performance scale ☐ Use formative assessment that reflects awareness of a variety of differences represented in the classroom ☐ Use technology to organize and review data ☐ Use a variety of assessments to determine students' progress toward the learning target and/or standard
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.) ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook ☐ Describe their status relative to learning targets and unit standards (e.g. exit ticket, summary) ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets ☐ Demonstrate autonomy in providing evidence of progress on learning targets
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect ☐ Utilize peer resources ☐ Modify task ☐ Provide additional resources

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ 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
  - Round of applause
  - Academic praise
  - Digital media
- ☐ Share assessment data with student and student's family

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.)

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

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

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

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Element: **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.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✔ = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Organize students into pre-planned or ad hoc groups during individual lessons
- ☐ 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 interpersonal skills, such as
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ 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.)

- ☐ Work within groups with an organized purpose
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers and self

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

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

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Element: **Establishing and Acknowledging Adherence to Rules and Procedures**

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges 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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges 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 acknowledges 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.

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Optional Evidence

Example Teacher Instructional Techniques
☐ Involve students in designing classroom routines and procedures to develop a student-centered classroom ☐ Use classroom meetings to review and process rules and procedures to ensure adherence ☐ 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 ☐ Recognize potential sources of disruption and deal with them immediately ☐ 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.) ☐ Follow clear routines during class ☐ Explain and/or model classroom rules and procedures ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures ☐ Recognize and comply with cues and signals by the teacher ☐ Self-regulate behavior while working individually and in groups ☐ Describe the classroom as an orderly and safe environment ☐ Describe the teacher as fair and responsive to individual students ☐ 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 ☐ Modify rules and procedures ☐ Seek additional student input ☐ Reorganize physical layout of the classroom

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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 by more than 90% of the students.

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Optional Evidence

Example Teacher Instructional Techniques
☐ Take action or use specific strategies to re-engage students ☐ Use academic games ☐ Manage response rates ☐ Use physical movement ☐ Maintain a lively pace ☐ Demonstrate intensity and enthusiasm for the content ☐ Use friendly controversy ☐ Provide opportunities for students to talk about themselves as it relates to the content ☐ 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.) ☐ Behaviors show the engagement strategy increases engagement ☐ Student-centered tasks and processes produce high levels of engagement ☐ Engage in the critical content with enthusiasm ☐ Actions show students are motivated and/or inspired by the teacher's engagement strategies ☐ 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 ☐ Vary engagement technique ☐ Reorganize groups ☐ Modify task ☐ Utilize peer resources ☐ Vary resources

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Element: **Establishing and Maintaining Effective Relationships in a Student-Centered Classroom**

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

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

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques
☐ Encourage students to share their thinking, input, and perspectives ☐ Relate content-specific knowledge to students' lives ☐ Use students' interests to highlight or reinforce interpersonal 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 ☐ Permit opportunities for students to demonstrate perseverance ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact) ☐ Remain calm and objective in response to inflammatory situations or student misconduct
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.) ☐ Contribute to a positive classroom community through interactions with peers ☐ Demonstrate willingness to engage in discussion and answering questions in class ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher ☐ Respond positively to verbal and/or nonverbal interactions with the teacher ☐ Readily share their perspectives and thinking with the teacher ☐ Describe their teacher as respectful and responsive to the specific needs of each student
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect ☐ Seek additional input from students ☐ Seek additional resources for self and students ☐ Utilize peer resources

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Conveys high expectations to all students (A2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy **was called for but not exhibited.**	Strategy **was used 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.

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Optional Evidence

Example Teacher Instructional Techniques

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Ask all levels of questions of each student at the same rate and frequency
- ☐ Probe each student to correct inaccurate answers and to provide evidence of their conclusions
- ☐ 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
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ 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.)

- ☐ 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
- ☐ Treat each other with care and respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ 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

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

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Domain: Professional Responsibilities

Element: **Adhering to School and 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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	**Attempts** to adherence to school and district policies and procedures is inconsistent.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* **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.

Optional Evidence

Example Teacher Evidence

- ☐ Perform assigned duties
- ☐ Fulfill responsibilities in a timely manner
- ☐ Follow policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment)
- ☐ Maintain accurate records (e.g. student progress, attendance, parent conferences)
- ☐ Understand legal issues related to colleagues, students, and families (e.g. special needs, equal rights)
- ☐ Maintain confidentiality of colleagues, students, and families
- ☐ Demonstrate personal integrity and ethics
- ☐ Use social media appropriately

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)	

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 *and* **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.

Optional Evidence

Example Teacher Evidence

- ☐ Participate in professional development opportunities
- ☐ Demonstrate content expertise and knowledge in the classroom
- ☐ Consistently implement instructional elements at or above the teacher's demonstrated competency level
- ☐ Engage with mentors from subject area experts or highly effective teachers
- ☐ Actively seek help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrate a growth mindset and/or seeks feedback
- ☐ Implement a deliberate practice or professional growth plan
- ☐ Identify new ways to improve student achievement
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Reflect on how 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

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

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 *and* **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.

Optional Evidence

Example Teacher Evidence

- ☐ Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Actively participate in Professional Learning Community meetings
- ☐ Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Work cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Promote positive conversations and interactions with teachers and colleagues
- ☐ Foster collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Encourage parent involvement in classroom and school activities
- ☐ Use multiple means and modalities to communicate with families
- ☐ Serve as a student advocate in the classroom, school, and community
- ☐ Participate 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

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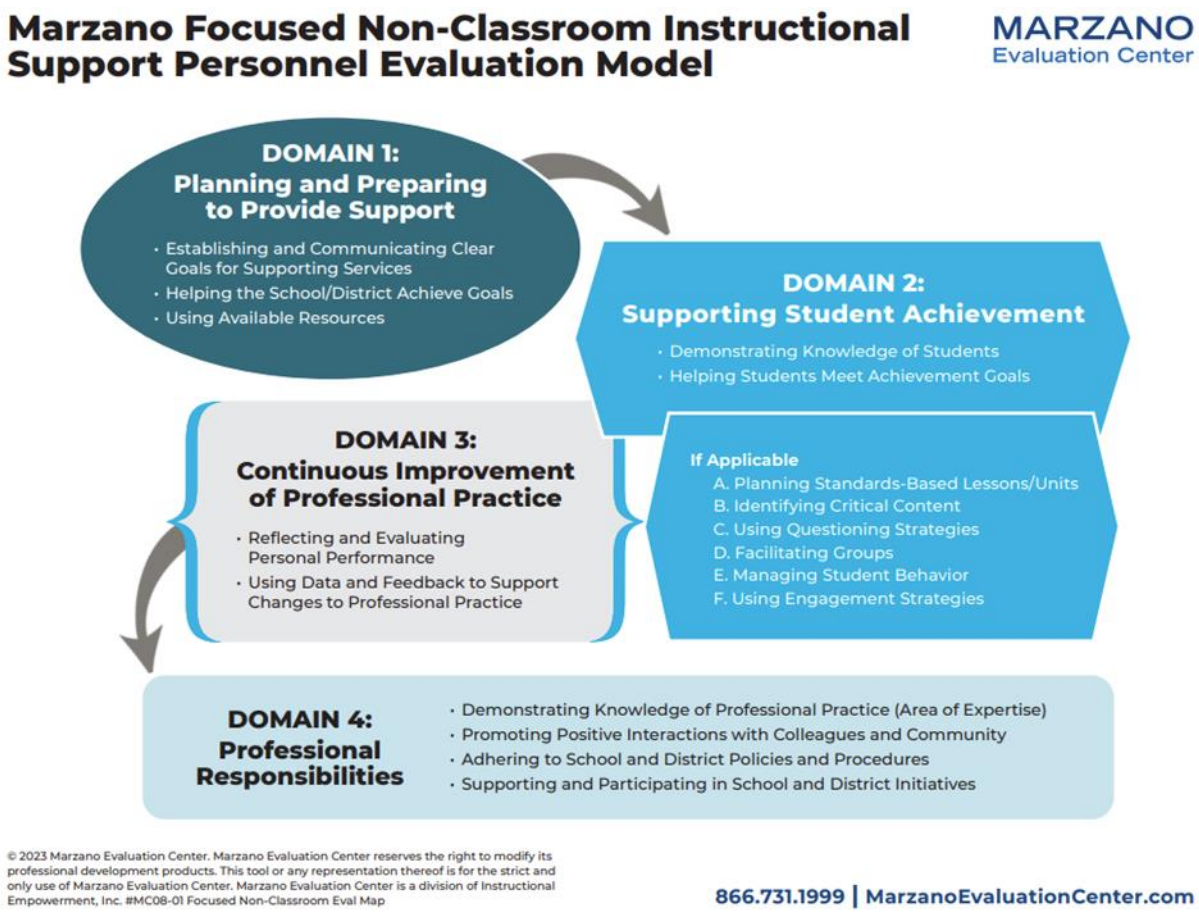
Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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



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Domain 1: Planning and Preparing to Provide Support

Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *and* **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.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

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Element: **Helping the School/District Achieve Goals**

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

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

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.	Meets all required indicators AND uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals *and* **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.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

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Element: **Using Available Resources**

Focused 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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district *and* **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.

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Domain 2: Supporting Student Achievement

Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district *and* **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.

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Element: **Helping Students Meet Achievement Goals**

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

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

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *and* **monitors if barriers are removed to help students meet achievement goals.**	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

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Element: **Planning Standards-Based Lessons/Units (If Applicable)**

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* **provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.**	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

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Element: **Identifying Critical Content (If Applicable)**

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention. **The desired effect is displayed in the majority of student evidence.**	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the student evidence.

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Element: **Using Questioning Strategies (If Applicable)**

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND 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.**	Meets all required indicators AND 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 students.**	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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Element: **Facilitating Groups (If Applicable)**

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content, **but less than the majority of students are displaying the desired effect**.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning 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.

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Element: **Managing Student Behavior (If Applicable)**

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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND 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.**	Meets all required indicators AND 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.

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Element: **Using Engagement Strategies (If Applicable)**

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, **but less than the majority of students are displaying the desired effect.**	Meets all required indicators AND 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 by more than 90% of the students.

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Domain: Continuous Improvement of Professional Practice

Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors *and* **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.

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Meets all required indicators AND uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress *and* **demonstrates professional growth.**	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

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Domain 4: Professional Responsibilities

Element: **Demonstrating Knowledge of Professional Practice (Area of Expertise)**

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to their area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process. (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND demonstrates knowledge of professional practice related to their area of expertise.	Meets all required indicators AND demonstrates knowledge of professional practice related to their area of expertise *and* **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.

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *and* **result in support for learning.**	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

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Element: **Adhering to School and District Policies and Procedures**

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.(B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND is knowledgeable about and adheres to school and district policies and procedures.	Meets all required indicators AND is knowledgeable about and adheres to school and district rules *and* **self-monitors adherence to district policies and procedures.**	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility *and* **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.

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Element: **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.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status × = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Focus Statement	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators **were called for but not exhibited.**	Strategy and required indicators **were used incorrectly or with parts missing.**	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility *and* **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.

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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 for Mid-Point Evaluation		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s) Achievement/Proficiency Cut Points**
Pre-Kindergarten (PK -K)	STAR Early Literacy Reading and Math	Student Growth Percentile of 40% or higher
All Core Subjects (1-5)	STAR Reading and Math	Student Growth Percentile of 40% or higher
Art, Music, PE Courses (K-5)	FAST ELA (PM2)	School Student Proficiency %
ESE – ACCESS Courses (K-8)	STAR Reading and Math	Student Growth Percentile of 40% or higher
ESE-Support Facilitation (K-8)	STAR Reading and Math	Student Growth Percentile of 40% or higher
ESE-Resource (K-8)	STAR Reading and Math	Student Growth Percentile of 40% or higher
All Other Classes (K-5)	FAST ELA (PM2)	School or District Student Proficiency %
English/English Adv (6-8)	FAST ELA (PM2)	Level 3,4,5
Math/Math Adv (6-8)	FAST Math (PM2)	Level 3,4,5
Civics/Civics Honors	FAST ELA (PM2)	Level 3,4,5
All Other Core and Elective Classes (6-8)	FAST ELA (PM2)	Level 3,4,5
English 1/English 1 Honors/English 2/English 2 Honors	Star Reading	Student Growth Percentile of 40% or higher
Algebra 1/Algebra1 Honors/Geometry/Geometry Honors	Star Math	Student Growth Percentile of 40% or higher
Biology 1/Biology 1 Honors/US History/US History Honors	FAST ELA (PM2)	Level 3,4,5
All Other Core and Elective Courses (9-12)	FAST ELA (PM2)	Level 3,4,5
ESE – ACCESS Courses (9-12)	STAR Reading and Math	Student Growth Percentile of 40% or higher
ESE-Support Facilitation (9-12)	STAR Reading and Math	Student Growth Percentile of 40% or higher
ESE-Resource (9-12)	STAR Reading and Math	Student Growth Percentile of 40% or higher

Mid-point Data will be included in the final evaluation calculation for new teachers where applicable.

Student Performance Measures for Final Evaluation		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	FAST Early Literacy and Math (PM3) FAST Math (PM3)	Student Percentile Rank of 40% or higher
Kindergarten (K)	FAST Early Literacy and Math (PM3) ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
First Grade (1)	FAST Early Literacy and Math (PM3) ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Second Grade (2)	FAST Early Literacy and Math (PM3) ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Third Grade (3)	FAST ELA and Math (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Fourth Grade (4)	FAST ELA and Math (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Fifth Grade (5)	FAST ELA and Math (PM3) State Science ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Art, Music, PE Courses (K-5)	FAST ELA (PM3)	School or District Student Proficiency %
ESE ACCESS (K-5)	FSAA ACCESS 2.0 ELLs, if applicable	Level 3,4 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
ESE -Gifted (K-5)	FAST ELA (PM3)	Level 3,4,5
ESE – Support Facilitation (K-2)	FAST (PM3) for the cohort of teachers supported	Student Percentile Rank of 40% or higher
ESE – Support Facilitation (3-5)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – Resource (K-2)	FAST (PM3) for the cohort of teachers supported	Student Percentile Rank of 40% or higher
ESE – Resource (3-5)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – General Education Self Contained (K-5)	FAST ELA and Math (K-2) (PM3) FAST ELA and Math (3-5) (PM3) State Science State Civics EOC ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Level 3,4,5 Level 3,4,5 Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Math Coach (K-8)	FAST Math (PM3)	School or District Student Proficiency %

Science Coach (K-8)	State Science	School or District Student Proficiency %
Reading Coach (K-8)	FAST ELA (PM3)	School or District Student Proficiency %
Other (K-5) (including non-classroom instructional personnel, Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Teacher on Special Assignment)	FAST ELA (PM3)	School or District Student Proficiency %
English/Language Arts, Reading Courses (6-8)	FAST ELA (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Math Courses (6-8)	FAST Math (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Algebra 1/Algebra 1 Honors	Algebra 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Geometry/Geometry Honors	Geometry EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Science Courses (6-7)	FAST ELA (PM3)	School or District Student Proficiency %
Science Courses (8)	State Science	Level 3,4,5
Social Studies Courses (6-8 excluding Civics)	FAST ELA (PM3)	School or District Student Proficiency %
Civics/Civics Honors	State Civics EOC	Level 3,4,5
ESE ACCESS (6-8)	FSAA ACCESS 2.0 ELLs, if applicable	Level 3,4 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
ESE – Support Facilitation (6-8)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – Resource (6-8)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – General Education Self Contained (6-8)	FAST ELA and Math (6-8) (PM3) State Science State Civics EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Level 3,4,5 Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Other Courses (6-8) Art, Band, PE and All Other Core and Elective Courses	FAST ELA (PM3)	School or District Student Proficiency %
Other (6-8) (including non-classroom instructional personnel, Behavioral Specialists,	FAST ELA (PM3)	School or District Student Proficiency %

School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Teacher on Special Assignment)		
English 1/ English 1 Honors/ English 2/ English 2 Honors	FAST ELA (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
English 3/ English 3 Honors/ English 4/ English 4 Honors/ Other English Courses (9-12)	FAST ELA (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
Advanced Placement Courses	Advanced Placement Assessments	Level 2 or higher
Algebra 1/Algebra 1 Honors	Algebra 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Geometry/Geometry Honors	Geometry EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Math Courses	FAST ELA (PM3)	School or District Student Proficiency %
Biology 1/Biology 1 Honors	State Biology EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Science Courses	FAST ELA (PM3)	School or District Student Proficiency %
US History/US History Honors	State US History EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Social Studies Courses	FAST ELA (PM3)	School or District Student Proficiency %
Other Courses (9-12) Art, Band, PE and All Other Core and Elective Courses	FAST ELA (PM3)	School or District Student Proficiency %
Career and Technical Education (CTE)	Industry Certification Examinations	Receipt of Industry Certification
Dual Enrollment (9-12)	Course Completion	Grade of C or Higher
ESE - ACCESS Courses (9-12)	FSA/FAST/FSAA ELA, Mathematics, Science ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced.5 points)
ROTC (9-12)	FAST ELA (PM3)	School or District Student Proficiency %
ESE – Support Facilitation (9-12)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5

ESE – Resource (9-12)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
Reading Coach (9-12)	FAST ELA (PM3) ACT/SAT Pass Score (non-concordant cohort students)	School Average Student Proficiency %
Math Coach (9-12)	B.E.S.T. Algebra 1 EOC B.E.S.T. Geometry EOC ACT/SAT Pass Score (non-concordant cohort students)	School Average Student Proficiency %
Science Coach (9-12)	State Biology EOC AP Biology EOC	School Average Student Proficiency %
Other (9-12) (including non-classroom instructional personnel, Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Teacher on Special Assignment)	FAST ELA (PM3)	School or District Student Proficiency %
Homeless Liaison, Instructional Strategies Coaches, Teacher on Special Assignment (Virtual and Homeschool), Wellness Manager, (PreK-12)	FAST ELA (PM3)	School or District Student Proficiency %
Curriculum Resource Teacher ELA	FAST ELA (PM3)	School or District Student Proficiency %
Curriculum Resource Teacher Math	FAST Math (PM3)	School or District Student Proficiency %
Curriculum Resource Teacher Science	State Science Assessments	School or District Student Proficiency %
Other District (Non-Classroom Instructional Personnel, Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Teacher on Special Assignment)	FAST ELA (PM3)	School or District Student Proficiency %

Mid-point Data will be included in the final evaluation calculation for new teachers where applicable.

Appendix E – Summative Evaluation Forms

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

Classroom Teacher

Gadsden County School District Instructional Summative Evaluation for Classroom Teachers

☐ **Category 1: 1-3 Years of Service**
☐ **Category 2: 4 or More Years of Service**
☐ **Category 3: PSC or CC Service**

Appendix R

☐ Mid-Year Summative Evaluation ☐ Summative Evaluation

Name_____Position_____

School/Work Location_____Date_____

Assessment Procedures Used: ☐ Formal Observation ☐ Informal Observation ☐ Conferences ☐ Student Data ☐ Other

	Score	Calculation
Metric 1: Instructional Practice Score (Domains 1 - 4)		Instructional Practice – 45% Score is multiplied by 45% **(.45)**
Metric 2: Deliberate Practice or Individual Professional Development Plan/IPDP (1 - 4 points possible)		Deliberate Practice – 5% Score is multiplied by 5% **(.05)**
Metric 3: Student Performance Score or VAM Score (1 - 4 points possible)		Student Performance Score – 50% Score is multiplied by 50% **(.50)**
Final Summative Score - (IPS x 45% **[.45]**) + (DP x 5% **[.05]**) + (SPM x 50% **[.50]**) =		

Final Summative Score	Category	VAM Score
Highly Effective	3.50 – 4.00	4
Effective	2.50 – 3.49	3
Needs Improvement/Developing	1.50 – 2.49	2
Unsatisfactory	1.00 – 1.49	1

_____ _____
Administrator Signature Date

_____ _____
Teacher Signature Date

Non-Classroom Instructional Support Personnel

Gadsden County School District Instructional Summative Evaluation for Non-Classroom Teachers

☐ Category 1: 1-3 Years of Service
☐ Category 2: 4 or More Years of Service
☐ Category 3: PSC or CC Service

Appendix S

☐ Mid-Year Summative Evaluation ☐ Summative Evaluation

Name_____Position_____

School/Work Location_____Date_____

Assessment Procedures Used: ☐ Formal Observation ☐ Informal Observation ☐ Conferences ☐ Student Data ☐ Other

	Score	Calculation
Metric 1: Instructional Practice Score (Domains 1 - 4)		Instructional Practice – 45% Score is multiplied by 45% **(.45)**
Metric 2: Deliberate Practice or Individual Professional Development Plan/IPDP (1 - 4 points possible)		Deliberate Practice – 5% Score is multiplied by 5% **(.05)**
Metric 3: Student Performance Score or VAM Score (1 - 4 points possible)		Student Performance Score – 50% Score is multiplied by 50% **(.50)**
Final Summative Score -(IPS x 45% **[.45]**) + (DP x 5% **[.05]**) + (SPM x 50% **[.50]**) =		

Final Summative Score	Category	VAM Score
Highly Effective	3.50 – 4.00	4
Effective	2.50 – 3.49	3
Needs Improvement/Developing	1.50 – 2.49	2
Unsatisfactory	1.00 – 1.49	1

_____ _____
Administrator Signature Date

_____ _____
Teacher Signature Date