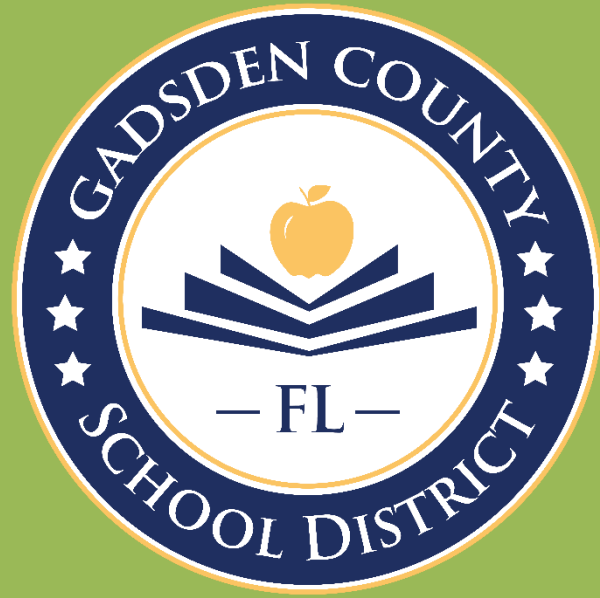


# School District of Gadsden County



## Instructional Personnel Evaluation System 2026-2027



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

Form IEST-2023

Updated October 14, 2024

# **Instructional Evaluation System**

## **Purpose**

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

# Instructional Evaluation System

## Table of Contents

|                                                                                |           |
|--------------------------------------------------------------------------------|-----------|
| <b>Part I: Evaluation System Overview</b>                                      | <b>4</b>  |
| <b>Part II: Evaluation System Requirements</b>                                 | <b>4</b>  |
| <b>Part III: Evaluation Procedures</b>                                         | <b>7</b>  |
| <b>Part IV: Evaluation Criteria</b>                                            | <b>9</b>  |
| A. Instructional Practice                                                      | 9         |
| B. Other Indicators of Performance                                             | 15        |
| C. Performance of Students                                                     | 16        |
| D. Summative Rating Calculation                                                | 18        |
| <b>Appendices</b>                                                              | <b>21</b> |
| Appendix A – Evaluation Framework Standards                                    | 21        |
| Appendix B – Observation Instruments for Classroom Teachers                    | 25        |
| Appendix C – Observation Instruments for Non-Classroom Instructional Personnel | 70        |
| Appendix D – Student Performance Measures                                      | 89        |
| Appendix E – Summative Evaluation Forms                                        | 94        |

# Instructional Evaluation System

## 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.

## Instructional Evaluation System

### 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.

## **Instructional Evaluation System**

### **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.

## Instructional Evaluation System

### 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.

## Instructional Evaluation System

- 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 |
|-------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Classroom and Non-Classroom Teachers (Category 2 and Category 3)</b> |                                            |                                                                                                                                                                                                                                                                                      |                                                        |
| 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: <ul style="list-style-type: none"> <li>• 1 completed by 12/11</li> <li>• 1 completed by 4/16</li> </ul>         | 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 4/16.                                                                                                                                                                                                                                                 | No later than 10 business days after the observation   |
| <b>Newly Hired Classroom and Non-Classroom Teachers (Category 1)</b>    |                                            |                                                                                                                                                                                                                                                                                      |                                                        |
| Hired before the beginning of the school year                           | At least 2 Informal & 2 Formal Observation | Mid-Year Evaluation <ul style="list-style-type: none"> <li>• 1 Informal completed by 10/30</li> <li>• 1 Formal completed by 12/11</li> </ul> Final Evaluation <ul style="list-style-type: none"> <li>• 1 Informal completed by 2/28</li> <li>• 1 Formal completed by 4/16</li> </ul> | 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 | <ul style="list-style-type: none"> <li>• 1 Informal completed by 2/28</li> <li>• 1 Formal completed by 4/16</li> </ul>                                                                                                                                                               | No later than 10 business days after the observation   |

## Instructional Evaluation System

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 |
|-------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Classroom and Non-Classroom Teachers (Category 2 and Category 3)</b> |                                            |                                                                                                                                                                                                                                                                                      |                                                       |
| 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: <ul style="list-style-type: none"> <li>• 1 completed by 12/11</li> <li>• 1 completed by 4/16</li> </ul>         | 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 4/16.                                                                                                                                                                                                                                                 | No later than 10 workdays after the observation       |
| <b>Newly Hired Classroom and Non-Classroom Teachers (Category 1)</b>    |                                            |                                                                                                                                                                                                                                                                                      |                                                       |
| Hired before the beginning of the school year                           | At least 2 Informal & 2 Formal Observation | Mid-Year Evaluation <ul style="list-style-type: none"> <li>• 1 Informal completed by 10/30</li> <li>• 1 Formal completed by 12/11</li> </ul> Final Evaluation <ul style="list-style-type: none"> <li>• 1 Informal completed by 2/28</li> <li>• 1 Formal completed by 4/16</li> </ul> | 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 | <ul style="list-style-type: none"> <li>• 1 Informal completed by 2/28</li> <li>• 1 Formal completed by 4/16</li> </ul>                                                                                                                                                               | 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.

## Instructional Evaluation System

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.

# Instructional Evaluation System

## 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.

### Marzano Focused Teacher Evaluation Model

*Standards-Based Classroom with Rigor*

**MARZANO**  
Evaluation Center



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866.731.1999 | [MarzanoEvaluationCenter.com](https://MarzanoEvaluationCenter.com)

# Instructional Evaluation System

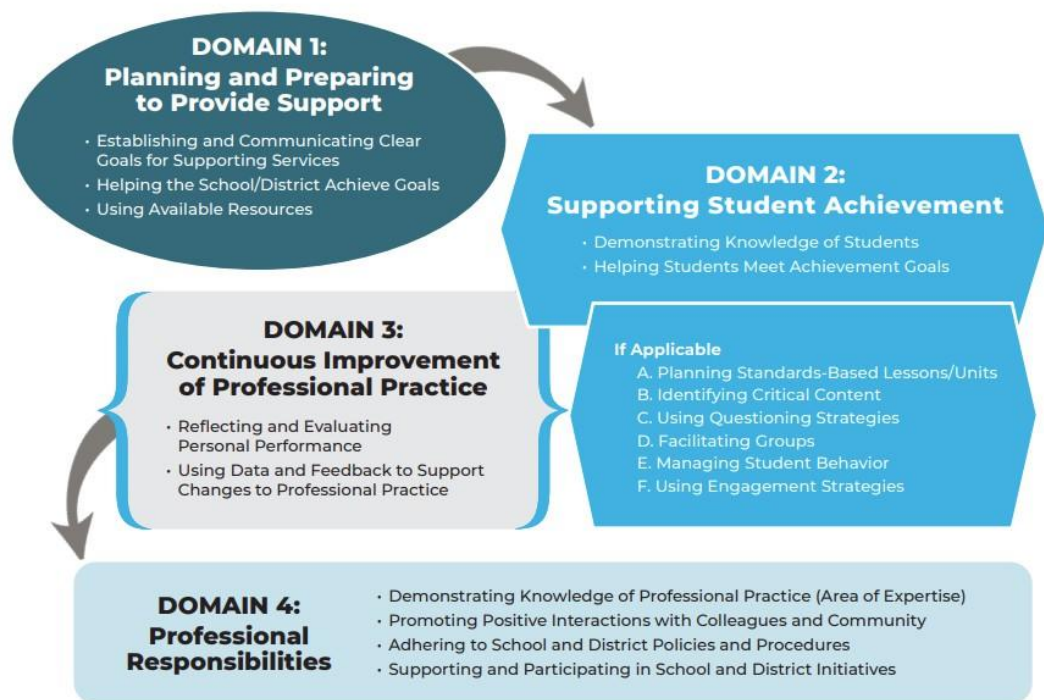
## Non-Classroom Instructional Support Personnel Evaluation Model

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.

## Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

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866.731.1999 | [MarzanoEvaluationCenter.com](https://MarzanoEvaluationCenter.com)

## Instructional Evaluation System

### 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:

| Implementation Requirements |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formal                      | <ul style="list-style-type: none"><li>30-55 minutes (or until completion of a lesson).</li><li>Must be scheduled between the teacher and the observer for a specific date and time.</li><li>Pre-conference must be a face-to-face meeting.</li><li>Pre-conference must be a face-to-face meeting.</li></ul> | <ul style="list-style-type: none"><li>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.</li><li><b>Observations taking place immediately before or after Thanksgiving, Winter, or Spring Breaks are strongly discouraged.</b></li></ul> |
| Informal                    | <ul style="list-style-type: none"><li>20-40 minutes.</li><li>May be announced or unannounced.</li><li>For announced observations, either party may request a Pre-conference meeting.</li></ul>                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                            |
| Walkthrough                 | <ul style="list-style-type: none"><li>Shall not be used for evaluation purposes but may warrant a subsequent formal observation.</li></ul>                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                            |
| Data Mark                   | <ul style="list-style-type: none"><li>All Elements are not required to be scored in one academic year.</li><li>Only dominant Elements should be scored during an observation.</li><li>At least 50% of the Elements must be scored for each of the 4 domains during the evaluation period</li></ul>          |                                                                                                                                                                                                                                                                                                                                                                                            |

| Observation Schedule                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The observation schedule highlights the minimum observation requirements. Additional observations may be conducted throughout the evaluation period as the schedule permits.</i> |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Category 1 Teachers</b>                                                                                                                                                          | <ul style="list-style-type: none"> <li>1 Informal completed by 10/30</li> <li>1 Formal completed by 12/11</li> <li>1 Informal completed by 2/28</li> <li>1 Formal completed by 4/16</li> </ul>                                                                                                                                                                   |
| <b>Category 2 &amp; 3 Teachers</b>                                                                                                                                                  | <ul style="list-style-type: none"> <li>At least 1 Informal and 1 Formal completed by the end of the evaluation period.</li> <li>The order is to be determined by the teacher but must meet the following guidelines:                             <ul style="list-style-type: none"> <li>1 completed by 12/11</li> <li>1 completed by 4/16</li> </ul> </li> </ul> |

## Instructional Evaluation System

| Deliberate Practice Schedule          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Growth Plan (PGP)</b> | <ul style="list-style-type: none"> <li>Created in iObservation by 09/30 or within 30 days of hire.</li> <li>All instructional/non-classroom instructional personnel will be required to take a self-assessment to establish a baseline for growth</li> <li>Evidence added in iObservation by 3/30</li> <li>Finished by the administrators by 04/16</li> </ul>                                                                                                                                                                                                                                                                             |
| Evaluation Schedule                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Mid-Year Evaluations</b>           | <ul style="list-style-type: none"> <li>Category 1 Teachers only</li> <li>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.</li> <li>Entered in iObservation by 1/15</li> <li>At least 50% of the Elements from each of the 4 Domains must be scored.</li> </ul>                                                                                                                                                         |
| <b>Final Evaluations</b>              | <ul style="list-style-type: none"> <li>Category 1, 2, 3 Teachers.</li> <li>Entered in iObservation by 4/16</li> <li>At least 50% of the Elements from each of the 4 Domains must be scored.</li> <li>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.</li> </ul> |

### 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/<br>Needs Improvement (2) | Unsatisfactory (1) |
|----------------------|---------------|--------------------------------------|--------------------|
| 3.50 – 4.00          | 2.50 – 3.49   | 1.50 – 2.49                          | 1.00 – 1.49        |

## Instructional Evaluation System

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)

## Instructional Evaluation System

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

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

## Instructional Evaluation System

**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.                              | 65-79% of students score proficient or higher for mid-year assessment.                               | 46-64% of students score proficient or higher for mid-year assessment.                                | 45% of students or less score proficient or higher for mid-year assessment.                               |
| Or                                                                                                   | Or                                                                                                   | Or                                                                                                    | 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 or make learning gains* on the end-of-year assessment. | 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 or make learning gains* on the end-of-year assessment. |

## Instructional Evaluation System

### 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.

## Instructional Evaluation System

### 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<br>(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.

## Instructional Evaluation System

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<br>(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.

# Instructional Evaluation System

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

# Instructional Evaluation System

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

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

# Instructional Evaluation System

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



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

# Instructional Evaluation System

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

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| PROFESSIONAL RESPONSIBILITIES | FL FTEM Element and Focus Statement                                                                                                                                         | FEAPs 2023 Indicator                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <b>Adhering to School and District Policies and Procedures:</b><br>Teacher adheres to school and district policies and procedures.                                          | <b>B2a.</b> 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. |
|                               |                                                                                                                                                                             | <b>B2b.</b> The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.                                                                                                                                                                                                                                                                                                                                                            |
|                               |                                                                                                                                                                             | <b>B2c.</b> The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.                                                                                                                                                                                                                                                                                                                              |
|                               | <b>Maintaining Expertise in Content and Pedagogy:</b><br>Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy). | <b>B1a.</b> Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs                                                                                                                                                                                                                                                                                                                                  |
|                               |                                                                                                                                                                             | <b>B1b.</b> Examines and uses data-informed research to improve instruction and student achievement                                                                                                                                                                                                                                                                                                                                                        |
|                               |                                                                                                                                                                             | <b>B1e.</b> Engages in targeted professional growth opportunities and reflective practices                                                                                                                                                                                                                                                                                                                                                                 |
|                               |                                                                                                                                                                             | <b>B1f.</b> Implements knowledge and skills learned in professional development in the teaching and learning process                                                                                                                                                                                                                                                                                                                                       |
|                               | <b>Promoting Teacher Leadership and Collaboration:</b><br>Teacher promotes teacher leadership and a culture of collaboration.                                               | <b>A4e.</b> Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)                                                                                                                                                                                                                                                                                                                           |
|                               |                                                                                                                                                                             | <b>B1c.</b> 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                                                                                                                                                                                                                                                          |
|                               |                                                                                                                                                                             | <b>B1d.</b> Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement                                                                                                                                                                                                                                                                                                   |

# Instructional Evaluation System

## Appendix B – Observation Instruments for Classroom Teachers

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

### Marzano Focused Teacher Evaluation Model Standards-Based Classroom with Rigor

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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<br>✓ = 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)                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Makes no attempt</b> to use established content standards to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning. | <b>Attempts</b> 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 <b>and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.</b> | Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale <b>and</b> the impacts on student learning. |

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1

# Instructional Evaluation System

## 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)

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                                         | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                                        |                   |
|                                                                                                                                           | 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 <b>and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.</b> | 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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# Instructional Evaluation System

## 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)

### 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<br>✓ = 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. |

# Instructional Evaluation System

## 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)

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                               |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

Optional Evidence

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Example Teacher Instructional Techniques</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a learning target aligned to the grade level standard(s)</li> <li><input type="checkbox"/> Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson</li> <li><input type="checkbox"/> Provide a learning target embedded in a scale or learning progression that specify critical content from the standard(s)</li> <li><input type="checkbox"/> Relate classroom activities to the target and/or scale throughout the lesson</li> <li><input type="checkbox"/> Identify and accurately teach critical content</li> <li><input type="checkbox"/> Use a scaffolding process to identify critical content for each 'chunk' of the learning progression</li> <li><input type="checkbox"/> Use verbal/visual cueing, storytelling, and other techniques to bring attention to the critical content</li> <li><input type="checkbox"/> Ensure text complexity aligns to the critical content</li> </ul>                              |
| <p><b>Example Teacher Techniques for Monitoring for Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use a Group Activity</b> to monitor that students know what content is important</li> <li><input type="checkbox"/> <b>Use Student Work</b> (Recording and Representing) to monitor that students know what content is important</li> <li><input type="checkbox"/> <b>Use Response Methods</b> to monitor that students know what content is important</li> <li><input type="checkbox"/> <b>Use Questioning Sequences</b> to monitor that students know what content is important</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Example Student Evidence of Desired Effect</b> (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.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student conversation in groups focus on critical content</li> <li><input type="checkbox"/> Generate short written response (i.e. summary, entrance/exit ticket)</li> <li><input type="checkbox"/> Create nonlinguistic representations (i.e. diagram, model, scale)</li> <li><input type="checkbox"/> Student-generated notes focus on critical content</li> <li><input type="checkbox"/> Responses to questions focus on critical content</li> <li><input type="checkbox"/> Explain purpose and unique characteristics of key concepts/critical content</li> <li><input type="checkbox"/> Explain applicable mathematical practices in critical content</li> <li><input type="checkbox"/> When appropriate, responses involve explanatory content specific to their culture</li> </ul> |
| <p><b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reteach or use a new teacher technique</li> <li><input type="checkbox"/> Reorganize groups</li> <li><input type="checkbox"/> Utilize peer resources</li> <li><input type="checkbox"/> Modify the task</li> <li><input type="checkbox"/> Provide additional resources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                               |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

## Optional Evidence

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Example Teacher Instructional Techniques</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)</li> <li><input type="checkbox"/> Use preview questions before instruction or a teacher-directed activity</li> <li><input type="checkbox"/> Use K-W-L strategy, anticipation guide, student brainstorming, preview questions or a variation</li> <li><input type="checkbox"/> Provide advanced organizer (e.g. outline, graphic organizer)</li> <li><input type="checkbox"/> Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)</li> <li><input type="checkbox"/> Use digital resources and/or other media to help students make linkages to new content</li> <li><input type="checkbox"/> Facilitate identification of previously seen mathematical patterns or structures</li> </ul> |
| <p><b>Example Teacher Techniques for Monitoring for Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use a Group Activity</b> to monitor that students can make a link from prior learning to the new content</li> <li><input type="checkbox"/> <b>Use Student Work</b> (Recording and Representing) to monitor that students can make a link from prior learning to the new content</li> <li><input type="checkbox"/> <b>Use Response Methods</b> to monitor that students can make a link from prior learning to the new content</li> <li><input type="checkbox"/> <b>Use Questioning Sequences</b> to monitor that students can make a link from prior learning to the new content</li> </ul>                                                                                                                                                                                                                                                                            |
| <p><b>Example Student Evidence of Desired Effect</b> (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.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify basic relationship between prior content and new content</li> <li><input type="checkbox"/> Explain linkages with prior knowledge in individual or group work</li> <li><input type="checkbox"/> Make predictions about new content</li> <li><input type="checkbox"/> Summarize the purpose for new content</li> <li><input type="checkbox"/> Explain how prior standards or learning targets link to the new content</li> <li><input type="checkbox"/> Explain linkages between mathematical patterns and structure from previous grades/lessons and current content</li> </ul>                                                                        |
| <p><b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reteach or use a new teacher technique</li> <li><input type="checkbox"/> Reorganize groups</li> <li><input type="checkbox"/> Utilize peer resources</li> <li><input type="checkbox"/> Modify the task</li> <li><input type="checkbox"/> Provide additional resources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                               |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

# Instructional Evaluation System

## Optional Evidence

### Example Teacher Instructional Techniques

- ☐ Break content into appropriate chunks
- ☐ Employ formal group ☐ **J**ing :strat@gi
  - Jgsar
  - R@lprocal teaching
  - Concept attainment
- ☐ Use Informal :strategil!S@o en,ga,ge f\$OI.IP member:s In ac:tilv,ep oee:s:ilng
  - !Predict ons
  - Ass.oollatm11Sa
  - Paraphras.Jng
  - Verbal summarJz[ng
- ☐ Facilitate group 1.p member:s n:s11.1mmarJz ng aoo/m ge111era1SIng oo lu:sons
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- ☐ Stop at: strat@gic po nts to appropriate! dmnk mntoot bas.e-d oo stmhmtev ooe and feedback:

### Example Teacher Techniques for Monitoring for Learning

- ☐ !lllse c11 Group AllliMty to monitor tJhat :stu ents can :summarize a111d general!@ comdlu:s0111:s about the 00111te111t
- ☐ !lllseS'!ud@nt Work [Recording and Repr,@entirigl to mon tor that students c-ari :s. marlle and generate cond :s[on:Sabout th@ content
- ☐ !Jls. **Reponse** @littuu:J@ to monitor that stude111B. c-ari:s • marlle a i1g@nerat.e cond1.1s.Jorn aoo111t the content
- ☐ !llls QuestionIng.Sieiq,uences to monlor that :studrer1t:!! can s.ummarim and generate cooolus[oris about the content

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- ☐ !Jtilllze pi!!!er resources
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- ☐ Prov e addition.al rie:sour@

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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                     | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                    |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

# Instructional Evaluation System

Optional Evidence

## Example Teacher Instructional Techniques

- ☐ Use a 51eQuenoo of InC!reasJngly oompl@x qul!!S.ticms [l.e. detaD, category, elaboraton- InferellClecs, pred ctkms,project ems, efl'nitiofil!.,, g,enera[lzaticms]1 as it relates to the content (text) with apprnr.Jal!@ alt me
- ☐ Ast st11.1dents to prov d@ evidence ll.@. prtorlmQwledge, te11:tual e d11mcei,for their elaborat Qns
- ☐ Pre9ent situat Qns or prob□ems.that Involv@st11.1dents analy!ing how Qne Idea relate,:sto Ideas.that er@ not e.xpl[C!ltl . taught
- ☐ Model the prooocss of us.Jng ev[ enoe □o s.uppm-telaboraton
- ☐ Mooel prncss!□.sand prnflc @nc□!!!!:Q support matJ matJlc--al @aborat on

## Example Teacher Techniques for Monitoring for Learning

- ☐ □ea Gmup AllfflMt.V to monltlr that Mu ents accurately elaoorate on content
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  - ☐ l.Jge R'e:Sponse Me/liliuu:J],,fo monllor that st111de111ts accmately ell!horate on 00111□ nt
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- ☐ Ans. .@rdi!!!tall a111d cat@gollV questiloM aoutthe ccmnt
  - ☐ Ans. .@relaorat @ que:st ons. about th@conllent and prov·e!!!!lw!d@nc@to support e□abmat oni!
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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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                               |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

# Instructional Evaluation System

## Optional Evidence

Example: The mirror instructional technique,

- ☐ E.g. in a lesson, a brief review of previous content
- ☐ Use a scaffolding procedure to systematically show the cumulative nature of the content
- ☐ Use specific strategies, e.g. to help students identify relationships between ideas and come to 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 multiple-choice question
- ☐ Assess students' understanding and/or accuracy of previously taught concepts

## Example Teacher Techniques for Monitoring for Learning

- ☐ Use a Group, Pair, Affinity to monitor that students know the previously taught content
- ☐ Use Student Work (Riding and Rieprent) to monitor that students know the previously taught content
- ☐ Use Response (Holt, 2011) to monitor that students know the previously taught content
- ☐ Use Questioning: Strategies to monitor that students know the previously taught content

Example: The student effect (Percent of students who demonstrate achievement of the standard). The student effect is the percentage of students who know the previously taught content. Student achievement is defined as the number of students who are monitored (e.g., in a queue).

- ☐ Identify basic relationships between concepts
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates student understanding (e.g., artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught procedures

Adapted from the teacher can, after monitoring, the student evidence and determine how many students demonstrate the desired learning:

- ☐ Reteach or use a new strategy
- ☐ Reorganize groups.
- ☐ Utilize peer resources
- ☐ Monitor
- ☐ Provide additional resources

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                               |                   |
|                                                                                                                                           | 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. | 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

# Instructional Evaluation System

Optimizing Instructional Evaluation

## Example Teacher Instructional Techniques

- ☐ R@v!@ a111d moeel ho to ei ☐ ute ith@ sl::[l1, strategy, m pmc@s.5
- ☐ Engage stud 111ts. 1 1 1m1 assed and dls.tirbl.tl.lf1d p actice ac:tilvlt es that are appropr[at@to tJhelr clurent allUty to ☐ Lt,e a :sklllt s.tirategy, or proc
  - Gu[doo pract c lf :studen ca111not perform the still strntegy, or prnc s.:s l1depe111de111tl:y
  - In pende111t praetJce lf:st11.1d@111ts c-an perform tl e skJl s.lirat, or pr:ss.l111depem:lret'itJly
- ☐ Employ ...111.l'Orlced @X.amptes" or exem,p(ars
- ☐ Prov oport1111mlt mr pract ce lmm.fldla!o\l1prior ito as:ses.5 "g s.klls, strateg[es, a111d prooess,,es
- ☐ Pmvt oport111m1ty mr st1.1d@nrits. ito refine alld:shape k111owl@dg@by encounter n;g a tacSl:: or prmbtem 111a11 diff@l"@lTll OOrTllle:lCl
- ☐ Prov d.e oppom.1rilty mr pllrjPOS/e[ul oome'W'Ork that focu:s on prnetilce of a sk.m, s.lirategy, or pr:ss

## Example Teacher Technique'!. Im M:OnltnJll'ng for Li!lar,nlNg

- ☐ lits. a Groop AC!lMty to monitor that :students d@'lJ@top aut:oma'tilcity wllh sldllili, :strategies, en prnces.:ses
- ☐ lits S'l!udent Work [ lflcordlNg and IRie present111gl to mm'i l!or that studermts. develop autl'mnatj:lity with s, klls., snateg es, or processes
- ☐ ☐ e R.☐ponse Meit'hom, to mm, l!or that studermts develop automat i:lity with s.kms., strategies, or processes
- ☐ ☐ e QuestionJng,Sieq uena!l'!ti:o monqor ithat :students d@V top automatildty ☐ tJh skJU:s, :stral! es., or prooe

**E11lamp1" Student Ev'Jdence of Desired Efifec:t** 111Percent of st1.1den who demonstn'tif!ach[ev.em 1111 of the des.lred effect ithat :studrents di!!lJ@top aut:0011atildty wllh skJU:s, strat:egle:s, or pmc@s:ses.. Stiudi!:l!rmt evidence li5 obta ll as. the te-ach@r us,e:s a monltorJng teillhn.que.j

- ☐ Execuioe or perform ithe s..k ll strate gy, or prnces.:s th lni:re,as,e,dmrfid@1110 and oompfl'trenoo
- ☐ Al1 facts 11.e. wm1:::sh@eit:SwrJtiten r s.pons.es, formative data) show ituencvand acc11.1mqo are oore.as n;g
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- ☐ Use prntilem-s.olvng strat:eg[e-s:based on the r pur[Po and l.m que t1harac'tl!:l!r st cs.
- ☐ D@mons.trate dfle.penlNg of Imow1 arm/or Increasing accmaqo tl mugh g,oup l111ternctilom
- ☐ Expaln ho the use of a prnblem-s.,olrvng s.tiral!e,gv llureased fluency and/or accurac

Examp1" Adap'ta'lffons a teacher can mm aifter m onlt.'Orig student **evidenc@** ;a\_and determnlng how many uudenB demonstrate lt'he d:!:l!rMJllearltng

- ☐ Reteai:lh m :se a 111e-w l!earner techrm que
- ☐ Reorg,anEze groups.
- ☐ UtililiZ@ peer rresources
- ☐ D Mod lfy task:
- ☐ Prov addll[onal re-s:ourees

**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<br>✓ = 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

# Instructional Evaluation System

O;p(lonal EVildem::;e

## Example Teacher Instructional Techniques

- ☐ Us@ oomparts.on, claiSs□fy1ng, analogy and/or metaphor actMtil@s to @:!raml1111!!!s mlr.ar1tres and dfff@re1111c@Ss
- ☐ Us@ actMt es to ldenitdy b.as[c rela onshpls between lde.as tihat d@ p n kMwl@dg@t.o examl1111@stm[lar tres and d□fferenm:s
- D Ast: students to s11.1mmarlz@what they hav@ l@arn@d from ttle, activlty
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- ☐ Ask :students to loot for a fM make .:se of mathemat eal strncture to reoognlm stm[lar,til@s and dfferenc!!!Sa
- ☐ Fai:mtate th@ use ofdlgtal a1111d uadt onal resoun::@s to fltid oreldble and relevant Informat on to :supp.mt: @tt:amtnatloo of slml arit e,s and difi@renc@s

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- ☐ LM. • S1udent Work [Riemrdlng and Riepr!!!S@ntngl to mon □or that student know'l@dge of connmt lS deepened b @xamtnlng slmlnarlt!!!!S and differences
- ☐ LM. • **Rie:5ponse Mei**□ods. to monitor that student lmowtee!lg!!!!o! f content fiS de pened by examln ng s.lm[laritil@s.and d□ffe!renc!!!!S
- ☐ l.Me Questionln:g Seq. uences to monlmr that student knowted.gieofrnntient lS.deepened b. e.:am nlng sJm[laritileSand d□fferenc!!!!S

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- ☐ Student wmk on s.lmllar□til!!!!sa.nd dffiereooes lIC!lu es student s.ummary of l@amtiig le.g. mak iig mnclus ons. and/orrespondng to qu!!!!.5.t onsUo nd[cal!!!! eeper un er:stand n,g of content
- ☐ Respons@ to quecst[onSlsnd i:ate e...amtn[ng s.lmllarJties.arm dffiereooes has deepened uooer:standing of content
- ☐ **Mak@** ooni:tus ons afler @)(J)mlnng @v d@1111c@ about stm larUil@sand dfff@f!!!!iC@Ss
- ☐ Pre:lent evidence to suppon thlhr !!!Xp□anat 01111of slm laritil@Sasnd d□ffi!!!!fMCI!!!!S
- ☐ ArUfai:ts/Sstudent work tnd cat@ :students ha'il'e U:!!!!d dlgtal and tradltihmal resourm:s to provid@evldienoeof s.lm[laritiles.and d□fferenc!!!!S

E'.lcamp1'eMap'tatlons a te.KJ'liler can mate after m;onltOOlng studel'lit evidence and determl'nng how many S1!ud@n□.dem.onstrate t'he d'.e.l!rredlearning:

- ☐ R@teach or us@ a new l!eacher l!ei:hnlque
- ☐ Reorg.anlil@ gn:1□p5,
- D Ulllll:z@ p!!! r resources
- D Modify task
- ☐ Prov de addlt onal r,e;,sourre:es

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<br>✓ = 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

# Instructional Evaluation System

Original: Evih:IBI!!Cie

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| <p>E:x imp1'e fe.mliler Insitruetional T<b>techniques</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze mm, it.o d nUfy morn effidem: i/avs to e)k!CUt@pnxess.es or proced1.1H!.SS</li> <li><input type="checkbox"/> Mooel tlh@ process of mal&lt;Jng and supporting a cilalm</li> <li><input type="checkbox"/> Mooelconstitruclln:g,vabl@arg11.1mei'lts and crit qu ng th@ matJhe matilcal r@aiSonIng of others</li> <li><input type="checkbox"/> Ask sh.1d@nt:li to etii:amln@log[e of a r@s.pons,e je.g_gml.lJl ta[k, peer re1lislons, d@bateid, Infer0"1eecs]1</li> <li><input type="checkbox"/> Use specific stral:e,gles (e.g. fau□ log c, attacks, weak riefenml@, ml81nformat on),llo h@lp students @tii:amtn@ and analyze Inform,at on for errors. 11111content or their own reaiSonIng</li> <li><input type="checkbox"/> AS!k s111.1d@nt:li to etii:amln@and analvze t:he sue□h ofs1.1p 011 prl!!!!@nted for a cila[m In ciontent or n the r own reas.on ng <ul style="list-style-type: none"> <li>• Statement of a de.ar cila m</li> <li>• EvldenN for the- c□alm present:e,ci</li> <li>• Quann rs. presented sho Ing exceptions llo the- dalm</li> </ul> </li> <li><input type="checkbox"/> Invdlve students. In taking varJou:s pen:peetives D'V dentil ng th@ reasoning behind multtlpl@ per:spec.ttv□</li> </ul> <p>E:xampl'e fe.mliler Techniques for M:onlit.ml'ng for Lea ili'lIng</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> □ea Gmu;p Am!Mit:y to monitor t:hat Mu fltl. • e-ntilf and art[oul\ate e-rnrns. 1111d ge or reas.onln:g and/or prov[ e daa support: for a da m</li> <li><input type="checkbox"/> l:heS1udent Work [RiecordIng and Riepre:sentIng] to mon l!or that Stiud@nts. Id@nUfy and artilculate enors In !ogle or reasoning and/or pmvld@cte,u suppon for a dalm</li> <li><input type="checkbox"/> l:he QuestionIng Seq,uences to mon□tor that students Identilfy and all outate errors n log or reas.onIng a fld/m prov1d@ d@ar supp,ort for a1dalm</li> </ul> | <p>E:xampl'e S'l!udeMit v'J'd@lnlle of <b>Desired</b> EfifMt [Perrent of students. no demonstrate aoh eve-mant of th@ d@s.Jred effect t:o d@nHfy and artimlatie @nors In to .c or raasonIng and/or prnvde dear suppoll fur a1dalm St dent ev d@nc@ ls dl:Jtaln@d aiS th@ teaohl!!!r uses. a mon l!oring techn qu@.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze errnrs or Informal fallaol@s.(fi.Je_ n Individual tihlnkIng, wrt, process.Jng, procad111res.l</li> <li><input type="checkbox"/> Al1i:iu'laioe support for a1dalm and/or errors. In reason ng lth n group meract[ons.</li> <li><input type="checkbox"/> Summarite ne n:s.lghts res.u'lting frnm anlysls.</li> <li><input type="checkbox"/> ArHfacts/sru flt work fld cat@ students can Ed@nt□fy @H"Ofil In reas.onIng m malli@ and support a1claim</li> <li><input type="checkbox"/> A11lfacts/s.rudem: ml&lt;: tnd[cat@st dents have used teMt.ual evidenee to s□pport their dalm</li> <li><input type="checkbox"/> Matihamatilcal arg:uments. and cr,tihW□ of reasoning are ab'l@atid val d</li> <li><input type="checkbox"/> A11lfacts/srudtmt work nd cat@ Identilfcation of common ro,g;lc@l@rrnrs, how l!o suppon datms., use of res,o1.1rn@s., afd/or how m H□pte d@aiSare r@□ated</li> </ul> |
| <p>E:xampl:1 @Ad!aptalllons a 'teaobl!!!'r □n ma'rte :!!!!r@ m.onlttlrln,g nud'f!!M <b>evidence</b> and de-term'l'nln,g h-how many □tudents dem onstrate t'ne d:alred learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> R@org.an1il@groups.</li> <li><input type="checkbox"/> Utillilile peer rresourr@s</li> <li><input type="checkbox"/> Moo lfy task</li> <li><input type="checkbox"/> Pmvt e addlt mlal rie:-souriees</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                               |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

# Instructional Evaluation System

## Optional Evidence

### Example Teacher Instructional Techniques

- ☐ Elillga,ge gro11.1□ or ti • entlire daiS:s In an e)f;.;lmlm1Urm of how dee1=1er 11.1ndersta tidtn:gC!han:ged pernep[[ons. of prevlow content
- ☐ Gulde s.tiudents. llo tidentilfy all,emat&ve avs to reoocute prcedures
- ☐ Gulde s.tiudentSs llo 11se repeamd reason n:g and ma. g,enerallizat onSs aba t pattremil! :seen n the Clontenit
- ☐ lJtillize reflect :on actl/iJ□tileStso cultl:vate a1growth mindset
- ☐ Prompt :students to :summarize alild defend how the run er:statmdlng haSs chalilgree bas.ed on new learnn:g
- ☐ Prompt :students to update prev ou:s entirJe:s In their notire:s m d g,1a1rire:soo rieies t!O corteet eno r:s after activlVUes.such as fl)f;.;ln,lillig their reasonlillg ar et<a mIntn:gsImllarlt e.s and d□fferenc:ire:s
- ☐ Gulde s.tiudentSs tn a reflection praces.:s

### Example Teacher Techniques for Monitoring for Learning

- ☐ □e c11Grciu:p A□Mlt.)! to monitor tihat :students deepen understanding blv riervl:st□ the r knowledge
- ☐ lltseS'lludent **Work** [Recording and IRJepr!!Sentlngl lo mon llor that: studentSs deepen 1.mderstand n:g by rev sing tl elr lrnowl□e
- ☐ lltse **Response** Melt'hodls. lo monlllar that: students deepen l.mdersta oo[n:g b . revising the l r lrnowl□
- ☐ □e QuestionJr.:g □ uences to mon.mr that :students deepen uooverstanding by revl:s g th@ r lcnowledg.e
- E1c mpl' ••S'lludeflit fV:IMnce of Desired Effect [IPen:ent of snidents. ho demonstrate aGhev,eme111 of th@ des.lred ffect 1:hat students deepen nd rs.tandlng bV revls ng their koowl dge. Student evidence l:sobtained ail! the teacher we:s a on lloring tectmlque.)1
- ☐ Explain wtlattihey are cilearabout and 'What th!!'\!are oonfused about
- ☐ Correolons are made to writ/ten work [e.g. re1=1orts, :ssav, notre:s, posJtton papers, graph c mg.an zier:s)
- ☐ Groups m'31cie correct on:s and/or add□ilons to Information pre o :sty riemrdd about: rntirent:
- ☐ Et<p□aln pre ous rrorSs or m l:!!COlilCl@pt ons. about mnt:enit
- ☐ R@vl:s[ons.demorrnSstirate repeated reason ng and generalizations aoott patt ems :seen tn the oonternnit
- ☐ Retrect ons :show darmcation In tlhlnkt□ ar prncessJng

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- ☐ Reteooh or u:se a n!!!Vi.' teamer techn que
- ☐ lJtillile peer resources
- D Moe lfy task
- D Provide additional resources

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                        | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                       |                   |
|                                                                                                                                           | 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 (A3c)                                                                  |                   |

| 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.<br><br><b>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</b> | 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. |

# Instructional Evaluation System

Cp(lamal E.Viidem::e

## Example Teacher Instructional Techniques

- ☐ Based on ith pricn ccmitt lllt and learning, mm!!lel, ooach, and support tine JllO,m:ss. ofg@mmittng a d it@littling alp ropasltioo, prn poSied thearv, or hypathes.Js
- ☐ Ask st111dents to dies gJ'l ha ith@y lll itest a1T1d analvze the s.tire ngth af :s111pport for rheir pro posJt an, theory, arhypoth□s
- ☐ Prov[ pro mptjs) far still ent:s ta recl'tlperJment w□t:h the r O!Ni"i th nldlillg
- ☐ ObS-<el"ilt!! , coach, and s11.1pport proch.1cttve stl.Ident s.tiruggl@and persevera11111Je
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- ☐ Mod lfy task:
- ☐ Prov[ • addit rmal r,e.:sources

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                           | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                          |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

# Instructional Evaluation System

## Optional Evidence

### Example Teacher Instructional Techniques

- ☐ Help :sturdet1t:s liradk their oolv dual prngres.s mward tihe leamlng target {li.e\_ charts, graphs, data not:ebou'ksl
- ☐ AsJ:::st1.u!lents ro prov de evldem:e af a1111d expfal1t1h1e[r progress. l!oward tthi!!! leam ng target
- ☐ Fac[11tat'e'Indhl d111al coofer ni:ces. r□n:tlng :se of data l!o Had:: progr□s.
- ☐ IJ:se fo rmatilv,e measme:s to dhart tndl:v.dual and/cr claiSs prowess. toward leaml n;g targt!t:!! l!9ln;g a1 perftumance scate
- ☐ IJ:se formative aiS9e:s9m@nt that reflects awareness of a1variety af differences. repreg n!led ln the cilas.:srnom
- ☐ IJ:se teidhnarogy to Mganllze and revl□ data
- ☐ IJ:se a v.u.ety of aiS□:ss.me1111ts. to determine :studrflft:s' progre:ss to ward t:he le.amlng targ.et and/or :standard

Examp1' S:l!udent !JJ'de:nce of **Desired** Effect [Percent of :students. that demanstrate adhlevement of l!h desJred effect ithat :students Identify th l!r current revel af performance. Student e dence ls obtained durJng ,group actMt es and/ar studer1t warLI

- ☐ S,ystemiatcall^! update ithelr :status. oo ithe team n,g itar geits LJSln,g a dhart, .□aph, ar data notebook
- ☐ Degcr[oo tthet status. refatve to leam "g targets. a1111d 1.1n□t staooards I .g. exit tile • t□summarv!
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- ☐ Demonstrate autooomy ln pl'iovlDng evidence of progres.:s on te\_am ng targets

Examp1' Mapta'l!lons:a 't!!!!□her rean m□ Mt!!!r m.onl!tlrlng Hud□M !!!!v'J'dence and deurmInng h,ow many flUdi!!!n□.di!!!monstral!!!! lih!!!! d□I□ i!!!!f8Jt

- ☐ lJtillllze pi!!!er rresources
- D Moo lfy tasli::
- ☐ Prov • addlt onal re,:sm1r□

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                      | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                     |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

# Instructional Evaluation System

Optimnal Evldern::e

## Example Teacher Instructional Techniques

- ☐ Prov[ e s.p@C!fk:f bad::ito students. regarding formative ar\dfor smnmatve data as It re□a□e:s. to ream ng targeB
- ☐ (el l:Jrate ndllv dual s.tudent progress h n formative/summalilve data1Indlc:ate ga nSa llilad1lev1ng learnln-g targeits.
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- ☐ Imp'l@ment a1□s:llematlc-, ongo n-g pmc@s.s llo pmvld@ feedback
- ☐ Use a ar ety of ways to cetel:Jrat@prngre:s.:s toward learn ng targets. (not general pralls@)
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  - Crertilfl'.c.'!J,e of s.ucce:ss
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- ☐ Share aiS□:ss.m@nt data th :student and st dent's family

Examp1' S'l!udenit EliiJ□11u:ll!of Deslrll!d Effect I ercentof s-t111dents. that emons-nat.e af! l@vement of the d@Slred @ffect ithat students amt m1@ learn ng and make progresSa llo ar!!!s learn□ targets. Stud@nt evldrenoe lls obt:a neid durJng gro□p actMtiles and/or.s.tu ent work.)

- ☐ Use Feedback llo revllse or update wmk to help me@it t'h Jr leaming targl!!!!t
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- ☐ Shaw signs. of pr de regarding development of mathemattc:al pract ce:s.
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- ☐ Utill e lil@W ethod:s to celebrate s111ccess
- ☐ Prov[ e addlt[onal oppornunt es. to glv feedback:

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<br>✓ = 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.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

# Instructional Evaluation System

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## Exaimp'l'. Teacher Instrueithmal Teo'hnlqu

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- ☐ Util!!!!e ass.lgmments or tasks.at the appnrprJate tiilC0111001. tev.el of content
- ☐ Prov gu[danoe on one or more nt,er]P@r:so ool sl:!!lls, such as.
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  - Interact □ res.po111slb'ly
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- ☐ Wmk .• thl111g□ ps th an organized p1.11rpo.se
- ☐ Irim!!rne::t respons[b]y a111d res.peatfully eirJt que tthe rreas.on[ng of others
- ☐ Act/ti./ ly as.k and a111s.w r QUE!!t ons about: the 00111t1.e111t [l.e. as.:!!l,gnments.or tasks)
- ☐ Add l @ r perspect i!!!!B l!o dfu:c ss.lon:s
- ☐ Expl1al11o1olv di.lal s.tudent a111d/or gm p tJhl'l'lk n;g abmn the l!Ol'tifl'lt
- ☐ Tak@respons[b]lily for the lein111111g of peer:s arm:s@l)f

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□!!ludents. dem.onstrate lt'he dsired eff«/t

- ☐ Reor,gan!!e groUJ)s.
- D Util!!!!@ peer rrf!:!!OUIT@:!!
- D Moolfy task
- D Provide additional resources

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                 | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

# Instructional Evaluation System

Optional Evidence

## Example Teacher Instructional Techniques

- ☐ 1111\tdlve gjUd nts.111d1□□Ing dlassroom rn111tlnes.and prnceduries to dievelop a:st111dent-ce mired daiSsrnom
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- ☐ Follo clear routines dur ng das:s
- ☐ Expfalllllarm/or model daiS:sroom rules.and prncedurie-:s
- ☐ Respond appmprJa□elyM teadner direct 0111 and/or gu[canc@regarding rul@sa111d pn1c@durieas
- ☐ Rerng111lze arid oomply th me:s. and :signals.by lth@ teacher
- ☐ Self.regu alle: oehavlor vMle work n,g ndll!J dually a!!'ld 111g1roups.
- ☐ De:scr oo tthe dlas.:sroom as an ordier'l and safe environment
- ☐ Descr l:)e tthe teacher a:s fa[r a111d res.pon□v.e !lo l:rnll dual :smdent:s
- ☐ Move p rpos.,ef1.1l[Vabout tttille dlassroom and effic[entJly acoo-:ss materials

&aimp!l **M!ap'tatl'onsa** te□hi!!!r can make **after m.onlit.Nil'ng stud.enlt evidence and detemtl'ng** how many

**udent:5- dem.onstrate d!ie d□lred eff!d:**

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- ☐ **S@@k** additkrnal stu ent Input
- ☐ Reor,g:mliz@ phys eal layout of t!he dai!ismom

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                               | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                              |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

# Instructional Evaluation System

IDpt;larnal Evidence

## Exaimp'J ieac'liler in\$Itruaioneal Tecilnlque:s,

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□ Use ac-ad@m c games.

□ Manage re:-:sporne rates

□ IJ:se phys[feal movem£mt

□ Mal ntaln a lively pac@

□ Demonstrate Int.ens□!)' and e111ithusEasm for t!he mntent

D IJ:se friendl . COlllltffV{! r:sv

□ Prov. • opmtlmlt es for s.tioo@nts.to talk abo11.1t them,elves as lt re□alles. □! ll th rontlem:

□ Present nus al or Intriguing Infl'.llrmat on abo11.1t tlh@content

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□ An□fac:ts/s.tu nt: work nd cat.e students are @n.gaged 111ti1 crltical 001111!@111t

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□ Reo rganlle gm ups.

D Moo lfy task

□ IJtillllze peer reso n:es

□ Vary resoura!!s

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                           | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                          |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

# Instructional Evaluation System

Optional liVildamre

## Example Teacher Instructional Techniques

- ☐ Encourage students. Ilo s.h. are the r lth nktng, Input, a1111d perspectivfls
- ☐ Relate content p fie lmo: ted,ge to sh.1dent5' livfls.
- ☐ Use student's Interest:s to till,ghl ghit one[nforce n!erpers,enal skills (e.g. ou'lt .at[n,ga,yowth mindsetii
- ☐ Compliment students regarding academic and pei:llonal acmmr>lls.hme1111ts
- ☐ Engage 111o1o1nversat onis ith students about @lt@nt:s In their lives out:s de of s.c!hoal
- ☐ Wilen apprnpr ate, we 1!111.1mor .mdJor playful d ala,g;oo with students
- ☐ Permlt oppor□un□tiles. for studrents to demonstrnte per:sieveranoo
- ☐ Use nonverbal signals (e.g. s lie, nod, "high five", pat on s..hō1.1lder□thumbs p, ttst bu p, s lent app ause, eye mntaetl
- ☐ Rema n calm and ob eetilve n r asporne to Inflammatocty sJtuat ens or liti dent mllsmru:lllct

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- ☐ C'ontir[bute to a1poslttve classroom GJommuntly through interact ons w□tih peers
- ☐ D@mo1111strat@ wlll□1M,sillo ngage 111d1ll1scussJon and answering que:st 01111s In dass
- ☐ Demo1111s.trat:e verbal a d oonverbal behaviors that [nd cat:e they feel acc□lled by tJhelr teacher
- ☐ Respond positively tt:o ""--:erbal a1111d/or 1111onveribal interact 01111s with the tieacher
- ☐ Readil\ share th • r pers.peet res and thl111d111g w[th the teacher
- ☐ Desn lle their tead11er as r□pectfu'l and reaspo nlve to ti □p□lfl'.-c: needs of earn litiudefillt

**Examp'l • M!aptal!!!ons a ti!!!:Kihl!!!r rean n,** k@ □fmr monlt.'Clril'ng nud.!!!M evkli!!!nt!!! ;a\_nd detl!!!rml'nlng tunv n,anv "uden□ dem.onstrat!!!!!!'hl!!! ilfgl□!!!!fmct

- ☐ **Seek** additional n;p111t fmm students
- ☐ **Seek** addit[onal r□ource-:sfor se'lf and st111de111ts.
- ☐ Utilize p erre□ources

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                           | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                          |                   |
|                                                                                                                                           | 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.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

# Instructional Evaluation System

## Optional Evidence

Examp1 Te.m'liler Ins!truchthmal Teo'ilnlq,

- ☐ Use meth'l'ulls to ens11.1re each s.tui:lruitt ls tield ri!!!s.polls.lbli!!! for part.olpatkm rn class.ml'.1lm aetihlti i!!!S.
- ☐ Ask all IL!!!i!!! of q e!."t ons.l'.1lfreach s..t ent at the s.arne rnte alld frequency
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- ☐ Does oot altO"JH□gatl:v@or sarcasliic comm@lls. about any student
- ☐ Idenl: fV students for!illtmm ei pectaUons are different and tJhe various ways. lll h cllll tJhi!!!Se students hav@ be@rm treated differentlv
- ☐ Mow stmllenB who become frmtirated rdlmllg qurest[ontng iio oo[lect t:tlelr tho glllts. and have an oport111lity to answer at a later polnt n tJhe te:-soon
- ☐ Require pers.ev.erance and prod111ctive strugg'le ln so .ng problems and overmmn,g ob:stades

Examp1 • 5!lud@nlt Ev'J@d@;1;u1e of D@slred EfifMI [Percent of students. that demonstrate adhlevement of □hi!!! d□red !!!!ffect that tJheir teacher expects. eadh s11.1dent lio perform at tlllllll[r h g'he:st revel l'.1lf aca e c succe:ss. Studrem: e dence ls o'bta lned d111rlmg grn p activlt □ and/or student worik.j1

- ☐ Artifacts/student vmk s.how the treacllllllr hotds.eadh studl!!!!ilt to tJhe same l@V@l of e'.l(\peie:ta1111cy as 1'.1!thers for dra rmng conduslm111s and prov[dlng so riees of @videnGJe
- ☐ irnat ea.oh other with car arm re,:sp@ct
- ☐ Act ons s. o s.tiud@llltSs avo d n□atl:ve th lking about personal tho□ts and actions
- ☐ ial:!!!rls.ks.by offering Incorreie:t or a[temativi!!! answers
- ☐ Pan[cilpal!!!!In classroom aet tt[es arm clllsrns.slm11s
- ☐ D@mons.trat:es. p@rs!!!!i/ern ooe and prnclluetil ie s.tin.rggle tn soli.i1111g pro'btem.s.and O'il@rnomlng obs.tacl!!!!!!

Examp1 • Ad!apta!!'ons:a 1:11!!K'her can m:!!'kil!!!:nmr monlt.'Cli'l'ng u:u!!i'!!M evklenc!!!and dilt!!!!rml'nng how many S1!lud@n3.d@m.onstrate !!he d] !!ill"MI@fffcil

- ☐ Moolfy q11.1e.s.tilonlng tredmlques and patterns
- ☐ R@organfize seat n:g patterns and grnuJlill
- ☐ Reflect on s.tiudBnt InteractfoM arm cihange teacher behavior:s

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |
|                                                                                                                                           | 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)                                                                                  |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Makes no attempt</b> to adhere to school and district policies and procedures. | <b>Attempts</b> 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 <i>and articulates how they adhere to school and district policies and procedures.</i> | 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

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                               | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                              |                   |
|                                                                                                                                           | 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 (B1c)                                |                   |
|                                                                                                                                           | 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)                                                                                                       |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Makes no attempt</b> to deepen knowledge in content area and classroom instructional strategies. | <b>Attempts</b> 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 <b>and provides evidence of developing expertise in content area and classroom instructional strategies.</b> | Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies. |

## Instructional Evaluation System

### 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

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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                                                       |                                                             |                                                                                                                                                                                                   | Evidence/Feedback                                                                                     |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                                                      |                                                             |                                                                                                                                                                                                   |                                                                                                       |
|                                                                                                                                           | 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)                                          |                                                             |                                                                                                                                                                                                   |                                                                                                       |
| <b>Not Using (0)</b>                                                                                                                      | <b>Beginning (1)</b>                                                                                                                                                                        | <b>Developing (2)</b>                                       | <b>Applying (3)</b>                                                                                                                                                                               | <b>Innovating (4)</b>                                                                                 |
| <b>Makes no attempt</b> to promote teacher leadership and a culture of collaboration.                                                     | <b>Attempts</b> to promote teacher leadership and a culture of collaboration.                                                                                                               | Promotes teacher leadership and a culture of collaboration. | Promotes teacher leadership and a culture of collaboration <i>and</i> <b>provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.</b> | Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration. |

**Optional Evidence**

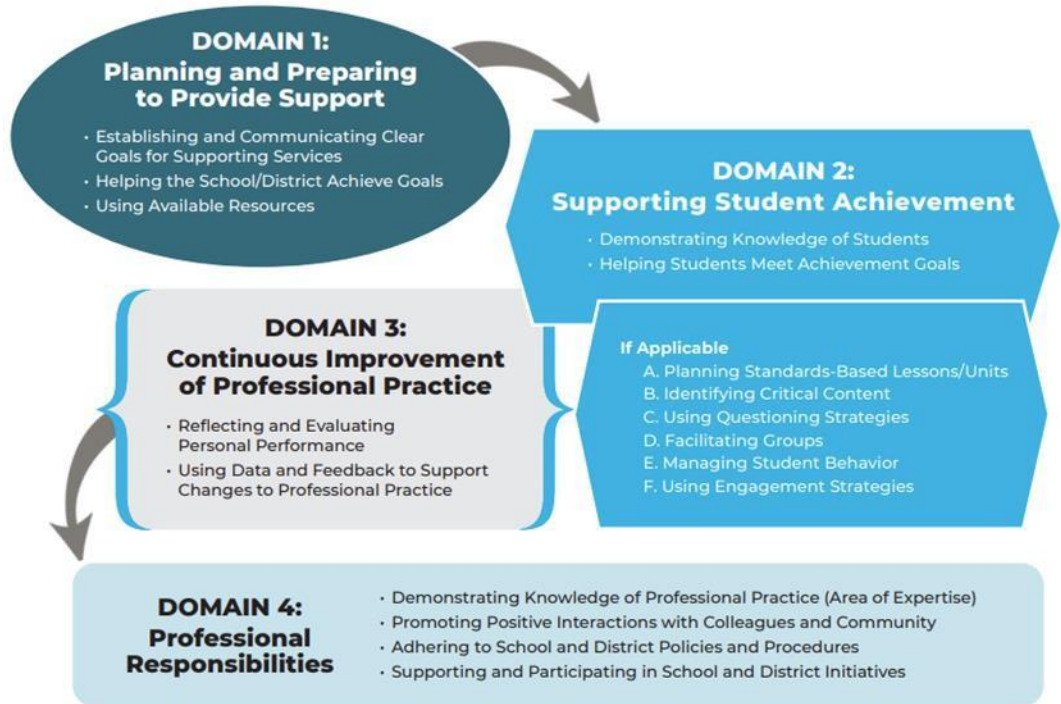
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Example Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways</li> <li><input type="checkbox"/> Actively participate in Professional Learning Community meetings</li> <li><input type="checkbox"/> Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors</li> <li><input type="checkbox"/> Work cooperatively with appropriate school personnel to address issues that impact student learning</li> <li><input type="checkbox"/> Promote positive conversations and interactions with teachers and colleagues</li> <li><input type="checkbox"/> Foster collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust</li> <li><input type="checkbox"/> Encourage parent involvement in classroom and school activities</li> <li><input type="checkbox"/> Use multiple means and modalities to communicate with families</li> <li><input type="checkbox"/> Serve as a student advocate in the classroom, school, and community</li> <li><input type="checkbox"/> Participate in school and community activities as appropriate to support students and families</li> <li><input type="checkbox"/> Serves on school and district-level committees</li> <li><input type="checkbox"/> Works to achieve school and district improvement goals</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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.*

### Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

**MARZANO**  
Evaluation Center



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866.731.1999 | [MarzanoEvaluationCenter.com](https://MarzanoEvaluationCenter.com)

**Domain 1: Planning and Preparing to Provide**

**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<br>× =<br>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 <i>and</i> monitors if the school/district knows the supporting services provided. | Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district. |

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

**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<br>× =<br>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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <b>and monitors if their help supports the school/district achieve goals.</b> | 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            |                                       |

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                                         | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                                        |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <b>and monitors if use of available resources provides supporting services to the school/district.</b> | Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district. |

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

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                           | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                          |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <i>and</i> <b>monitors if services appropriately support the unique needs of students in the school/district.</b> | Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district. |

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

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                                                  |                                                                                                                                                   | Evidence/Feedback                                                                                                                                                                                                                     |                                                                                                                                      |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                                                 |                                                                                                                                                   |                                                                                                                                                                                                                                       |                                                                                                                                      |
|                                                                                                                                           | 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)                                                                |                                                                                                                                                   |                                                                                                                                                                                                                                       |                                                                                                                                      |
| <b>Not Using (0)</b>                                                                                                                      | <b>Beginning (1)</b>                                                                                                                                                                   | <b>Developing (2)</b>                                                                                                                             | <b>Applying (3)</b>                                                                                                                                                                                                                   | <b>Innovating (4)</b>                                                                                                                |
| Strategy and required indicators <b>were called for but not exhibited.</b>                                                                | Strategy and required indicators <b>were used incorrectly or with parts missing.</b>                                                                                                   | 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 <b>and monitors if barriers are removed to help students meet achievement goals.</b> | Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals. |
| <b>Overall Element Score</b>                                                                                                              |                                                                                                                                                                                        | <b>Overall Element Comments and Feedback</b>                                                                                                      |                                                                                                                                                                                                                                       |                                                                                                                                      |
| NU B D A I                                                                                                                                |                                                                                                                                                                                        |                                                                                                                                                   |                                                                                                                                                                                                                                       |                                                                                                                                      |

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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                                                                                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                                                                                                                               |                   |
|                                                                                                                                           | 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 <i>and</i> 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 <i>and</i> the impacts on student learning. |

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

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                               |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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.<br><br><b>The desired effect is displayed in the majority of student evidence.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the student evidence. |

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

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                        | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                       |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, <b>but less than the majority of students are displaying the desired effect.</b> | Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

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

## 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<br>× = 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content, <b>but less than the majority of students are displaying the desired effect.</b> | Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

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

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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                           | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                          |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, <b>but less than the majority of students are displaying the desired effect.</b> | Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

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

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                               | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                              |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, <b>but less than the majority of students are displaying the desired effect.</b> | Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content.<br><br><b>The desired effect is displayed in the majority of students.</b> | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

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

**Domain: Continuous Improvement of Professional**

**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<br>× = 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <i>and identifies specific practices and behaviors on which to improve.</i> | Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve. |

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

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                         | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                        |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <b>and demonstrates professional growth.</b> | Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth. |

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

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                           | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                          |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <b>and is recognized by the school/district as an expert in their area of expertise.</b> | Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise. |

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

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                                                       | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                                                      |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <b>and result in support for learning.</b> | Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning. |

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

## 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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                                                                                                                                                                                                                                                                                                                               | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <b>and self-monitors adherence to district policies and procedures.</b> | Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures. |

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

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                              | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                             |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <b>and actively supports and participates in school and district initiatives.</b> | Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives. |

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

**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<br>× = Achieved                                                                                                                    | Required Indicator(s)                                                                                                                              | Evidence/Feedback |
|                                                                                                                                           | <b>Focus Statement</b>                                                                                                                             |                   |
|                                                                                                                                           | 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 <b>were called for but not exhibited.</b> | Strategy and required indicators <b>were used incorrectly or with parts missing.</b> | 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 <b>and actively supports and participates in school and district initiatives.</b> | Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives. |

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

## Instructional Evaluation System

### 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)<br>Achievement/Proficiency Cut<br>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/Algebra 1 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.***

## Instructional Evaluation System

| Student Performance Measures for Final Evaluation |                                                                                                                                                       |                                                                                                                                                                                                        |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching Assignment                               | Assessment(s)                                                                                                                                         | Performance Standard(s)                                                                                                                                                                                |
| Pre-Kindergarten (PK)                             | FAST Early Literacy and Math (PM3)<br>FAST Math (PM3)                                                                                                 | Student Percentile Rank of 40% or higher                                                                                                                                                               |
| Kindergarten (K)                                  | FAST Early Literacy and Math (PM3)<br><br>ACCESS 2.0 ELLs, if applicable                                                                              | Student Percentile Rank of 40% or higher<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points)                                                          |
| First Grade (1)                                   | FAST Early Literacy and Math (PM3)<br><br>ACCESS 2.0 ELLs, if applicable                                                                              | Student Percentile Rank of 40% or higher<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points)                                                          |
| Second Grade (2)                                  | FAST Early Literacy and Math (PM3)<br><br>ACCESS 2.0 ELLs, if applicable                                                                              | Student Percentile Rank of 40% or higher<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points)                                                          |
| Third Grade (3)                                   | FAST ELA and Math (PM3)<br><br>ACCESS 2.0 ELLs, if applicable                                                                                         | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points)                                                                                       |
| Fourth Grade (4)                                  | FAST ELA and Math (PM3)<br><br>ACCESS 2.0 ELLs, if applicable                                                                                         | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points)                                                                                       |
| Fifth Grade (5)                                   | FAST ELA and Math (PM3)<br><br>State Science<br><br>ACCESS 2.0 ELLs, if applicable                                                                    | Level 3,4,5<br><br>Level 3,4,5<br><br>Increase of .5points on the overall score<br>(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<br><br>ACCESS 2.0 ELLs, if applicable                                                                                                            | Level 3,4<br><br>Increase of .5points on the overall score<br>(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)<br><br>FAST ELA and Math (3-5) (PM3)<br><br>State Science<br><br>State Civics EOC<br><br>ACCESS 2.0 ELLs, if applicable | Student Percentile Rank of 40% or higher<br><br>Level 3,4,5<br><br>Level 3,4,5<br><br>Level 3,4,5<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points) |
| Math Coach (K-8)                                  | FAST Math (PM3)                                                                                                                                       | School or District Student Proficiency %                                                                                                                                                               |

# Instructional Evaluation System

|                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                  |                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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)<br>(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)<br><br>ACCESS 2.0 ELLs, if applicable                                                             | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points)                                       |
| Math Courses (6-8)                                                                                                                                                                                                                                                                                                                                                          | FAST Math (PM3)<br><br>ACCESS 2.0 ELLs, if applicable                                                            | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points)                                       |
| Algebra 1/Algebra 1 Honors                                                                                                                                                                                                                                                                                                                                                  | Algebra 1 EOC<br><br>ACCESS 2.0 ELLs, if applicable                                                              | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points)                                       |
| Geometry/Geometry Honors                                                                                                                                                                                                                                                                                                                                                    | Geometry EOC<br><br>ACCESS 2.0 ELLs, if applicable                                                               | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(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<br><br>ACCESS 2.0 ELLs, if applicable                                                                       | Level 3,4<br><br>Increase of .5points on the overall score<br>(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)<br><br>State Science<br><br>State Civics EOC<br><br>ACCESS 2.0 ELLs, if applicable | Level 3,4,5<br><br>Level 3,4,5<br><br>Level 3,4,5<br><br>Increase of .5points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced.5 points) |
| Other Courses (6-8)<br>Art, Band, PE and All Other Core and Elective Courses                                                                                                                                                                                                                                                                                                | FAST ELA (PM3)                                                                                                   | School or District Student Proficiency %                                                                                                               |
| Other (6-8)<br>(including non-classroom instructional personnel, Behavioral Specialists,                                                                                                                                                                                                                                                                                    | FAST ELA (PM3)                                                                                                   | School or District Student Proficiency %                                                                                                               |

# Instructional Evaluation System

|                                                                                                                                                                                                                                                                                    |                                                                               |                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 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)<br><br>ACCESS 2.0 ELLs, if applicable                          | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(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)<br><br>ACCESS 2.0 ELLs, if applicable                          | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(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<br><br>ACCESS 2.0 ELLs, if applicable                           | Level 3,4,5<br><br>Increase of .5 points on the overall score<br>(EX: 1.3 to 1.8 – thus having advanced .5 points) |
| Geometry/Geometry Honors                                                                                                                                                                                                                                                           | Geometry EOC<br><br>ACCESS 2.0 ELLs, if applicable                            | Level 3,4,5<br><br>Increase of .5 points on the overall score<br>(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<br><br>ACCESS 2.0 ELLs, if applicable                       | Level 3,4,5<br><br>Increase of .5 points on the overall score<br>(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<br><br>ACCESS 2.0 ELLs, if applicable                    | Level 3,4,5<br><br>Increase of .5 points on the overall score<br>(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<br><br>ACCESS 2.0 ELLs, if applicable | Level 3,4,5<br><br>Increase of .5points on the overall score<br>(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                                                                                                        |

| <b>Instructional Evaluation System</b>                                                                                                                                                                                                                                                                                                                                       |                                                                                                        |                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------|
| ESE – Resource (9-12)                                                                                                                                                                                                                                                                                                                                                        | FAST (PM3) for the cohort of teachers supported                                                        | Level 3,4,5                              |
| Reading Coach (9-12)                                                                                                                                                                                                                                                                                                                                                         | FAST ELA (PM3)<br>ACT/SAT Pass Score (non-concordant cohort students)                                  | School Average Student Proficiency %     |
| Math Coach (9-12)                                                                                                                                                                                                                                                                                                                                                            | B.E.S.T. Algebra 1 EOC<br>B.E.S.T. Geometry EOC<br>ACT/SAT Pass Score (non-concordant cohort students) | School Average Student Proficiency %     |
| Science Coach (9-12)                                                                                                                                                                                                                                                                                                                                                         | State Biology EOC<br>AP Biology EOC                                                                    | School Average Student Proficiency %     |
| Other (9-12)<br>(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.**

# Instructional Evaluation System

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

| 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

# Instructional Evaluation System

## 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%<br>Score is multiplied by 45% <b>(.45)</b>    |
| Metric 2: Deliberate Practice or Individual Professional Development Plan/IPDP (1 - 4 points possible)                       |       | Deliberate Practice – 5%<br>Score is multiplied by 5% <b>(.05)</b>         |
| Metric 3: Student Performance Score or VAM Score (1 - 4 points possible)                                                     |       | Student Performance Score – 50%<br>Score is multiplied by 50% <b>(.50)</b> |
| Final Summative Score $-(IPS \times 45\% \text{ [.45]}) + (DP \times 5\% \text{ [.05]}) + (SPM \times 50\% \text{ [.50]}) =$ |       |                                                                            |

| 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