School District of Broward County

Instructional Personnel Evaluation System

Effective Date: August 2019 **SBR 6A-5.030**

Updated April 2020

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-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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Part I: Evaluation System Overview

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

The Broward Instructional Development and Growth Evaluation System (BrIDGES) for Broward County Public Schools (BCPS) is designed to foster high quality instruction and increase student achievement. This plan will outline how this system will be used for the **2019-2020 school year**. Evaluation data will be collected and analyzed in order to make decisions that increase teacher effectiveness and impact student achievement. This will be monitored through the use of Instructional Practice Scores, generated by individual element ratings, and Student Performance Scores. The evaluation frameworks used within the BrIDGES system are as follows:

Marzano Legacy Model

This model is for all classroom teachers at Elementary, High, Center, and Combination Schools. This model has a total of 60 elements, aligned to the FEAP's, that teachers can be rated on. There will be ongoing observations and conversations during the school year with at least 1 Formal, 1 Informal, and 1 Walkthrough being conducted to collect growth and evaluation data. Once the ratings from the elements scored have been equally averaged and weighted based on the domain, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15%, and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

Marzano Classroom Focused Teacher Evaluation Model (FTEM)

For the 2019-2020 school year, this model is for all classroom teachers at Middle Schools, select Combination Schools (Millennium Collegiate Academy and Parkway Middle 3-8), and the 5 PreK/K-8 sites (Beachside Montessori Village, Coral Springs PreK-8, Gulfstream Academy of Hallandale K-8, North Lauderdale PreK-8, and Annabel C. Perry PreK-8).

This model has a total 23 elements, aligned to the FEAP's, that teachers can be rated on. There will be ongoing observations during the school year with at least 1 Formal cycle to collect growth and evaluation data. Once the ratings from the elements scored have been equally averaged, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15%, and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

Marzano Non-Classroom Focused Teacher Evaluation Model (FTEM)

This model is for all non-classroom teachers within the district (school-based and district-based). This model has a total of 17 elements, aligned to the FEAP's, that teachers can be rated on. There will be ongoing observations and conversations during the school year with at least 2 opportunities to gather growth and evaluation data. This can be done with 2 Formals, or 2 Meetings, or a combination of the two. Once the ratings from the elements scored have been equally averaged, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15% and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

The Marzano Teacher Evaluation Framework has been adopted by the Florida Department of Education (FLDOE) as its state model. The Marzano Teacher Evaluation Model is based on a number of previous, related works, including Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001), What Works in Schools (Marzano, 2003), Classroom Management that Works (Marzano, Pickering, & Marzano, 2003), Classroom Assessment and Grading That Work (Marzano, 2006), The Art and Science of Teaching (Marzano, 2007), Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, Livingston, 2011) and The New Art and Science of Teaching (Marzano, 2017). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student achievement.

Part II: Evaluation System Requirements

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

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

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

Data Inclusion and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

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

Evaluation Procedures

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of

performance, if applicable.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:

- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- The evaluator must discuss the written evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

- Planning of professional development; and
- Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

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

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

- Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
- Evaluators provide necessary and timely feedback to employees being evaluated;

- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional development; and,
- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

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

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	Before September 15th of each school year	Annual Orientation via Brainshark*. This link will be emailed directly to all instructional employees at the beginning of the school year and then housed in a Canvas Course.
Newly Hired Classroom Teachers	Before September 15th of each school year	Annual Orientation via Brainshark*. This link will be emailed directly to all instructional employees at the beginning of the school year and then housed in a Canvas Course.
Late Hires	Within 30 days upon Hire	Annual Orientation via Brainshark*. This link will be emailed directly to all instructional employees upon hire and then housed in a Canvas Course.

***Brainshark** - an online innovating presentation platform that equips BCPS with the tools to create and share content, communicate and educate the employees to achieve top performance.

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.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year **Classroom (Legacy)** Elem, High, Center, and Combination Schools	At least: 1 – Formal 1 – Informal 1 – Walkthrough	Ongoing throughout the school year	Within 10 work days of the observation

Classroom (FTEM) Middle Schools, Parkway 3-8, PreK/K-8 sites, and Millennium Collegiate Academy	At least: 1 – Formal Cycle	Ongoing throughout the school year	Within 10 work days of the observation
Non-Classroom (FTEM) All Locations	At least: 2 Formals, or 2 Meetings, or a combination of the two	Ongoing throughout the school year	Within 10 work days of the observation or meeting
Hired after the beginning of the school year **Classroom (Legacy)** Elem, High, Center, and Combination schools	At least: 1 – Formal 1 – Informal 1 – Walkthrough	Ongoing throughout the school year	Within 10 work days of the observation
Classroom (FTEM) Middle Schools, Parkway 3-8, PreK/K-8 sites, and Millennium Collegiate Academy	At least: 1 – Formal Cycle	Ongoing throughout the school year	Within 10 work days of the observation
Non-Classroom (FTEM) All Locations	At least: 2 Formals, or 2 Meetings, or combination of the two	Ongoing throughout the school year	Within 10 work days of the observation or meeting
Newly Hired Classroom Teachers			
Hired before the beginning of the school year **Classroom (Legacy)** Elem, High, Center, and Combination Schools	At least: 2 – Formals 1 – Informal 1 – Walkthrough	Ongoing throughout the school year with 1 Formal per semester	Within 10 work days of the observation
Classroom (FTEM) Middle Schools, Parkway 3-8, PreK/K-8 sites, and Millennium Collegiate Academy	At least: 2 – Formal Cycles	Ongoing throughout the school year with 1 Formal cycle per semester	Within 10 work days of the observation
Non-Classroom (FTEM) All Locations	At least: 2 Formals, or 2 Meetings, or a combination of the two	Ongoing throughout the school year with 1 Formal or Meeting per semester	Within 10 work days of the observation or meeting

Hired after the beginning of the school year **Classroom (Legacy)** Elem, High, Center, and Combination schools	At least: 2 – Formals 1 – Informal 1 – Walkthrough	Ongoing throughout the school year with 1 Formal per semester.	Within 10 work days of the observation
Classroom (FTEM) Middle Schools, Parkway 3-8, PreK/K-8 sites, and Millennium Collegiate Academy	At least: 2 – Formal Cycles	Ongoing throughout the school year with 1 Formal per semester	Within 10 work days of the observation
Non-Classroom (FTEM) All Locations	At least: 2 Formals, or 2 Meetings, or a combination of the two	Ongoing throughout the school year with 1 Forma or Meeting l per semester	Within 10 work days of the observation or meeting

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.

Personnel Group	Evaluations	Occur	Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year **Classroom (Legacy)** Elem, High, Center, and Combination Schools	1	At the end of the school year	Within 10 days of finalizing the evaluation
Classroom (FTEM) Middle Schools, Parkway 3-8, PreK/K-8 sites, and Millennium Collegiate Academy	1	At the end of the school year	Within 10 days of finalizing the evaluation
Non-Classroom (FTEM) All Locations	1	At the end of the school year	Within 10 days of finalizing the evaluation

Hired after the beginning of the school year **Classroom (Legacy)** Elem, High Center, and Combination Schools	1	At the end of the school year	Within 10 days of finalizing the evaluation
Classroom (FTEM) Middle Schools, Parkway 3-8, PreK/K-8 sites, and Millennium Collegiate Academy	1	At the end of the school year	Within 10 days of finalizing the evaluation
Non-Classroom (FTEM) All Locations	1	At the end of the school year	Within 10 days of finalizing the evaluation
Newly Hired Classroom Teachers			
Hired before the beginning of the school year **Classroom (Legacy)** Elem, High, Center, and Combination Schools	2	*One at the end of each semester	Within 10 days of finalizing the evaluation
Classroom (FTEM) Middle Schools, Parkway 3-8, PreK/K-8 sites, and Millennium Collegiate Academy	2	*One at the end of each semester	Within 10 days of finalizing the evaluation
Non-Classroom (FTEM) All Locations	2	*One at the end of each semester	Within 10 days of finalizing the evaluation
Hired after the beginning of the school year **Classroom (Legacy)** Elem, High, Center, and Combination Schools	2	*One at the end of each semester	Within 10 days of finalizing the evaluation
Classroom (FTEM) Middle Schools, Parkway 3-8, PreK/K-8 sites, and Millennium Collegiate Academy	2	*One at the end of each semester	Within 10 days of finalizing the evaluation
Non-Classroom (FTEM) All Locations	2	*One at the end of each semester	Within 10 days of finalizing the evaluation

*New Hired First Year Teachers Require 2 Evaluations:

- If hired on or before November 15, 2019, the teacher will receive the first evaluation at the end of the first semester. The second evaluation will be completed at the end of the school year.
- If hired after November 15, 2019, the teacher will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year.
- If hired last school year (after November 15, 2018) and renewed on 2019-2020, the teacher must receive their second evaluation on/before November 15, 2019.
- If hired after the 99th school day, the teacher will receive the first evaluation at the end of the school year.

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 Broward County, instructional practice accounts for 50% of the instructional personnel performance evaluation for the teachers on all three models.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Classroom Legacy Model

The following four-step process is used to determine an employee instructional practice score on the Legacy Model.

Step 1: The evaluator rates each of the observed Elements within the Legacy Learning Map. There are four domains with a total of sixty elements. The ratings for each element are valued as follows: Innovating – 4, Applying – 3.25, Developing 2.75, Beginning – 2, and Not Using – 1.25.

Step 2: The applicable evidence is compiled for each observed element within the four domains.

Step 3: For each domain, the percentage of the total amount of datamarks is determined as follows:

Domain 1: 68%
Domains 2-4: 32%

Step 4: Domain 1 will be observed and will receive one rating and Domains 2-4 together will be scored and receive one rating. After the weights from Step 3 are applied, the Instructional Practice is scored per the scale below:

Status Score	Rating Scale
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Classroom FTEM

The following four-step process is used to determine an employee instructional practice score on the Classroom FTEM.

Step 1: The evaluator rates each of the observed Elements within the Classroom FTEM Learning Map. There are four domains with a total of twenty-three elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: The applicable evidence is compiled for each observed element within the four domains.

Step 3: For this model, all datamarks are weighted equally and then averaged.

Step 4: After the average has been determined from Step 3, the Instructional Practice is scored per the scale below:

Status Score	Rating Scale
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Non-Classroom FTEM

The following four-step process is used to determine an employee instructional practice score on the Non-Classroom FTEM.

Step 1: The evaluator rates each of the observed Elements within the Non-Classroom FTEM Learning Map. There are four domains with a total of seventeen elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: The applicable evidence is compiled for each observed element within the four domains.

Step 3: For this model, all datamarks are weighted equally and then averaged.

Step 4: After the average has been determined from Step 3, the Instructional Practice is scored per the scale below:

Status Score	Rating Scale
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

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 Broward County, other indicators of performance

account for 15% 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 cut points for differentiating performance.

In addition to administrative observations and student performance data, the Deliberate Practice Score will be used as an additional metric. Deliberate Practice will be used for all instructional personnel; Classroom Teachers and Non-Classroom Teachers/Instruction Support Personnel. Deliberate Practice will be rated as 15% for all three models.

For the Legacy Model, educators will self–assess at least 30 elements from Domain 1: Classroom Strategies and Behaviors. Two elements from Domain 1 will be selected as the focus for Deliberate Practice. A minimum of one element selected must be from the identified "High Probability Elements".

For the Non-Classroom Model, educators will self-assess at least 7 elements from within the following Domains - Domain 1: Planning and Preparing to Provide Support, Domain 2: Supporting Student Achievement, and Domain 3: Continuous Improvement of Professional Practice. Two of the elements self-assessed will be selected as the focus for Deliberate Practice. A minimum of one element selected must be from Domain 1: Planning and Preparing to Provide Support.

For the Classroom FTEM Model, educators will self-assess at least 18 elements from within the following Domains – Standards-Based Planning, Standards-Based Instruction, and Conditions for Learning. Two of the elements self-assessed will be selected as the focus for Deliberate Practice. A minimum of one element selected must be from the Standards-Based Instruction Domain.

Using data to determine areas of growth, educators will complete a self-assessment and commit to improving throughout the school year in the two elements selected. The educator's self-assessment rating will not count toward their final evaluation. Based on the agreement with the Broward Teachers Union, the Deliberate Practice score will be:

Highly Effective (4.0)
For every educator that completes and submits the self-assessment by the initial deadline set forth in the annual orientation.

Effective (3.0)
For every educator who starts the self-assessment on time but submits it after the initial deadline set forth in the annual orientation.

Needs Improvement (2.0)
For every educator who starts the self-assessment after the initial deadline, but submits it by the final end-of-year deadline set forth in the annual orientation.

Unsatisfactory (1.0)

For the educators who do not start or submit a self-assessment by the final end-of-year deadline set forth in the annual orientation.

Teachers determine their starting rating on each of the two elements and they must rate themselves as Not Using/Needed, Beginning/Emergent, Developing/Proficient, or Applying/Accomplished so that growth can be measured. It is recommended that educators receive a minimum of the three datamarks from administration on each Deliberate Practice element. The overall Deliberate Practice will be calculated at 15% of the total evaluation.

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 Broward County, performance of students accounts for 35% 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 cut points for differentiating performance.

For the Student Performance measure for teachers (**which will be worth 35% of the evaluation for instructional personnel**), the charts in Appendix D display the assessments to be used in 2019-2020. Growth Models will be used to classify teachers as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Proficiency models may be used for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available and agreed upon. If less than the three most recent years of data are available and agreed upon, those years for which data are available will be used. Classroom teachers newly hired by the district will utilize the same methodologies described above for the final evaluation. For the newly hired teachers' first evaluation, the district will allow the site-based administrator to determine the appropriate Student Performance measure weighted at 35%, as state-issued student performance data is not available at the time of the first evaluation.

Within each teaching assignment group in Appendix D, teachers will receive a Student Performance Score based on the following scale:

Rating	Points
Highly Effective	4.000
Effective (upper)	3.400
Effective (middle)	3.200
Effective (lower)	3.000
Needs Improvement	2.000
Unsatisfactory	1.500

The Student Performance Rating will be determined utilizing the corresponding methodology, and up to three years of Student Performance will be scored using the following scale:

Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

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.
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 fourth grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Classroom Legacy Model

The following seven-step process is used to determine an employee instructional practice score on the Legacy Model.

Step 1: The evaluator rates each of the observed Elements within BrIDGES. There are four domains and a total of sixty elements to include Domain 1: Classroom Strategies and and Domains 2, 3, and 4. The ratings for each element are valued as follows: Innovating – 4, Applying – 3.25, Developing 2.75, Beginning – 2, and Not Using – 1.25.

Step 2: The applicable evidence is compiled for each observed Element for each of the four domains.

Step 3: For each domain, the percentage of the total amount of datamarks is determined. The Domains will be weighted as follows:

Domain 1: 68 percent
Domains 2-4: 32 percent

Step 4: Domain 1 will be scored and will receive one rating and Domains 2-4 together will be scored and receive one rating. After the weights from Step 3 are applied, the Instructional Practice is scored per the scale below

Status Score	Rating Scale:
Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 5: The Deliberate Practice Score is determined as described in the Additional Metric section above. The Deliberate Practice rating will be calculated at 15% of the total evaluation.

Step 6: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in the Performance of Students section. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 7: The Instructional Practice (50%), Deliberate Practice (15%), and Student Performance (35%) scores will be combined based on the appropriate weights. The final evaluation rating will be determined by this scale:

Overall Score	Rating Scale
Highly Effective	3.400 – 4.000
Effective	2.500 – 3.399
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

When Student Performance Scores become available, they will be combined with the Instructional Practice and Deliberate Practice scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

Classroom FTEM Model

The following six-step process is used to determine an employee instructional practice score on the Classroom FTEM Model.

Step 1: The evaluator rates each of the observed Elements within the Classroom FTEM Learning Map. There are four domains with a total of twenty-three elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: For this model, all datamarks are weighted equally and then averaged.

Step 3: After the average has been determined from Step 2, the Instructional Practice is scored per the scale below:

Status Score	**Rating Scale**
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 4: The Deliberate Practice Score is determined as described in the Additional Metric section above. The Deliberate Practice rating will be calculated at 15% of the total evaluation.

Step 5: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in the Performance of Students section. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 6: The Instructional Practice (50%), Deliberate Practice (15%), and Student Performance (35%), will be combined based on the appropriate weights. The final evaluation rating will be determined by this scale:

Overall Score	Rating Scale
Highly Effective	3.400 – 4.000
Effective	2.500 – 3.399
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

When Student Performance Scores become available, they will be combined with the Instructional Practice and Deliberate Practice scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

Non-Classroom FTEM

The following five-step process is used to determine an employee instructional practice score on the Non-Classroom FTEM.

Step 1: The evaluator rates each of the observed Elements within the Non-Classroom FTEM Learning Map. There are four domains with a total of seventeen elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: For this model, all datamarks are weighted equally and then averaged.

Step 3: After the average has been determined from Step 2, the Instructional Practice is scored per the scale below:

Status Score	Rating Scale
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 4: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in the Performance of Students section. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 5: The Instructional Practice (50%), Deliberate Practice (15%), and Student Performance (35%) will be combined based on the appropriate weights. The final evaluation rating will be determined by this scale:

Overall Score	Rating Scale
Highly Effective	3.400 – 4.000
Effective	2.500 – 3.399
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

When Student Performance Scores become available, they will be combined with the Instructional Practice and Deliberate Practice scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

Example:

1. Illustrate how a fourth grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Teacher	Model Type	50%		15%		35%		100%	
		Instructional Practice Score	Instructional Practice Rating	Deliberate Practice Score	Deliberate Practice Rating	Student Performance Score	Student Performance Rating	Overall Score	Overall Rating
Fourth grade teacher	Classroom Legacy	1.965	Unsatisfactory	3.000	Effective	1.500	Unsatisfactory	1.958	Unsatisfactory
Fourth grade teacher	Classroom Legacy	3.891	Highly Effective	4.000	Highly Effective	3.333	Effective	3.712	Highly Effective
Ninth grade ELA teacher	Classroom Legacy	1.922	Unsatisfactory	2.000	Needs Improvement	2.000	Needs Improvement	1.961	Unsatisfactory
Ninth grade ELA teacher	Classroom Legacy	3.320	Effective	4.000	Highly Effective	3.800	Highly Effective	3.590	Highly Effective

Appendix A – Evaluation Framework Crosswalk – Legacy Model

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

Alignment to the Florida Educator Accomplished Practices	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lessons • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • Planning and preparing for appropriate attention to established content standards **Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lessons • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • Planning and preparing for appropriate attention to established content standards **Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating Success
c. Designs instruction for students to achieve mastery;	**Planning and Preparing for Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Content** • Organizing to interact with new content • Organizing students to practice and deepen knowledge • Organizing students for cognitively complex task
d. Selects appropriate formative assessments to monitor learning;	**Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating Success

e. Uses diagnostic student data to plan lessons; and,	**Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from environments that offer little support for schooling **Content** • Using Homework **Enacted on the Spot** • Demonstrating value and respect for low expectancy students **Evaluating Personal Performance** • Identifying specific areas of pedagogical strength and weakness • Evaluating the effectiveness of individual lessons and units • Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) **Developing a Growth Plan** • Developing a written growth plan • Monitoring progress relative to the professional growth plan **Promoting a Positive Environment** • Promoting positive interaction with colleagues • Promoting positive interactions with students and parents **Promoting Exchange of Ideas and Strategies** • Seeking mentorship for areas of need and interest • Mentoring other teachers and sharing ideas and strategies **Promoting District and School Development** • Adhering to district and school rules and procedures • Participating in district and school initiatives
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	**Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Content** • Organizing students to interact with new content • Organizing students to practice and deepen knowledge • Organizing students for cognitively complex tasks
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lessons • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • Planning and preparing for appropriate attention to established content standards **Planning and Preparing or Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** • Established classroom rules and procedures • Organizing the physical layout of the classroom **Enacted on the Spot** • Understanding students' interest and backgrounds • Demonstrating "withitness" • Displaying objectivity and control
b. Manages individual and	**Routine Events** • Establishing classroom rules and procedures

class behaviors through a well-planned management system;	• Organizing the physical layout of the classroom **Enacted on the Spot** • Noticing when students are not engaged • Demonstrating "withitness" • Applying consequences for the lack of adherence to rules and procedures • Acknowledging adherence to rules and procedures
c. Conveys high expectations to all students;	**Routine Events** • Tracking student progress • Celebrating success **Content** • Identifying critical content **Enacted on the Spot** • Demonstrating intensity and enthusiasm • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students • Probing incorrect answers with low expectancy students
d. Respects students' cultural linguistic and family background;	**Routine Events** • Tracking student progress • Celebrating success **Content** • Identifying critical content **Enacted on the Spot** • Demonstrating intensity and enthusiasm • Using verbal and nonverbal behaviors that indicate affection for students • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students • Probing incorrect answers with low expectancy students
e. Models clear, acceptable oral and written communication skills;	**Planning and Preparing for Lessons and Units** • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Establishing classroom rules and procedures **Content** • Identifying critical content • Previewing new content • Chunking content into "digestible bites" **Enacted on the Spot** • Demonstrating "withitness" • Applying consequences for lack of adherence to rules and procedures • Acknowledging adherence to rules and procedures
f. Maintains a climate of openness, inquiry, fairness and support;	**Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating success **Content** • Identifying critical content **Enacted on the Spot** • Demonstrating intensity and enthusiasm • Using verbal and nonverbal behavior that indicate affection for students • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students • Probing incorrect answers with low expectancy students
g. Integrates current information and communication technologies;	**Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
h. Adapts the learning environment to accommodate the differing needs and	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lessons • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content

diversity of students; and	• Planning and preparing for appropriate attention to established content standards **Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating success • Establishing classroom rules and procedures • Organizing the physical layout of the classroom **Promoting Exchange of Ideas and Strategies** • Mentoring other teachers and sharing ideas and strategies **Content** • Identifying critical content • Organizing students to interact with new content • Organizing students to practice and deep new knowledge • Organizing students for cognitively complex tasks **Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** • Noticing when students are not engaged • Maintaining a lively pace • Demonstrating intensity and enthusiasm • Demonstrating "withitness" • Applying consequences for lack of adherence to rules and procedures • Acknowledging adherence to rules and procedures • Understanding students' interests and backgrounds • Using verbal and nonverbal behaviors that indicate affection for students • Displaying objectivity and control • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students • Probing incorrect answers with low expectancy students
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	**Planning and Preparing for Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons; b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; c. Identify gaps in students' subject matter knowledge; d. Modify instruction to respond to preconceptions or misconceptions	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lesson • Planning and preparing for lessons within units that progress towards a deep understanding and transfer of content **Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating success • Establishing classroom rules and procedures **Content** • Identifying critical content • Previewing new content • Chunking content into "digestible bites" • Processing new content • Recording and representing knowledge • Reviewing content • Organizing students to practice and deepen knowledge • Examining similarities and differences • Examining errors in reasoning • Practicing skills, strategies, and processes • Revising knowledge • Organizing students for cognitively complex tasks • Engaging students in cognitive complex tasks involving hypothesis generation and testing • Providing resources and guidance for cognitively complex task **Enacted on the Spot** • Noticing when students are not engaged • Using academic games • Managing response rates • Using physical movement • Maintaining a lively pace • Using friendly controversy • Provide opportunities for students to talk about themselves • Presenting unusual and intriguing information • Demonstrating "withitness" • Applying consequences for lack of adherence to rules and procedures • Understanding students' interests and background • Displaying objectivity and control • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students • Probing incorrect answers with low expectancy students
e. Relate and integrate the subject matter with other disciplines and life experiences;	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lessons • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • Planning and preparing for appropriate attention to established content standards **Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students

	• Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** • Providing rigorous learning goals and Scales • Tracking student progress • Celebrating success • Establishing classroom rules and procedures • Organizing the physical layout of the classroom **Enacted on the Spot** • Noticing when students are not engaged • Maintaining a lively pace • Demonstrating intensity and enthusiasm • Demonstrating "withitness" • Applying consequences for lack of adherence to rules and procedures • Using verbal and nonverbal behaviors that indicate affection for students • Displaying objectivity and control • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students • Probing incorrect answers with low expectancy students **Promoting Exchange of Ideas and Strategies** • Mentoring other teachers and sharing ideas and strategies
f. Employ higher-order questioning techniques;	**Content** • Identifying critical content • Processing new content • Elaborating on new content • Recording and representing knowledge • Reflecting on learning • Reviewing content • Examining similarities • Examining errors in reasoning • Practicing skills, strategies, and processes • Revising knowledge **Enacted on the Spot** • Managing response rates • Using friendly controversy
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	**Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating success **Content** • Organizing students to interact with new content • Organizing students to practice and deepen knowledge • Organizing students for cognitively complex tasks
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lessons • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • Planning and preparing for appropriate attention to established content standards **Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer **Planning and Preparing for Special Needs Students**

	• Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** • Understanding students' interests and backgrounds
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	**Planning and Preparing for Lessons and Units** • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Establishing classroom rules and procedures **Content** • Identifying critical content • Previewing new content • Chunking content into "digestible bites" **Enacted on the Spot** • Demonstrating "withitness" • Applying consequences for lack of adherence to rules and procedures
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	**Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for school **Enacted on the Spot** • Noticing when students are not engaged • Managing response rates • Maintaining a lively pace • Provide opportunities for students to talk about themselves • Understanding students' interests and background
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lessons • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** • Planning and preparing for needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating Success • Establishing classroom rules and procedures **Content** • Organizing students to interact with new content • Managing response rates • Processing new content • Elaborating on new content • Recording and representing knowledge • Reflecting on learning • Reviewing content • Organizing students to practice and deepen knowledge • Examining similarities and differences

	• Examining errors in reasoning • Practicing skills, strategies, and processes • Revising knowledge • Organizing students for cognitively complex tasks • Engaging students in cognitively complex tasks involving hypothesis testing • Providing resources and guidance for cognitively complex tasks **Enacted on the Spot** • Noticing when students are not engaged • Using academic games • Managing response rates • Using physical movement • Maintaining a lively pace • Using friendly controversy • Provide opportunities for students to talk about themselves • Presenting unusual or intriguing information • Demonstrating "withitness" • Understanding students' interests and backgrounds • Displaying objectivity and control • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students • Probing incorrect answers with low expectancy students
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	**Planning and Preparing for Lessons and Units** • Planning and preparing for effective scaffolding within lessons • Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • Planning and preparing for appropriate attention to established content standards **Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating Success
c. Uses a variety of a assessment tools to monitor student progress, achievement and learning gains;	**Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating Success
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	**Planning and Preparing for Special Needs Students** • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** • Noticing when students are not engaged • Managing response rates • Maintaining a lively pace • Provide opportunities for students to talk about themselves • Understanding students' interests and backgrounds
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	**Routine Events** • Providing rigorous learning goals and performance scales • Tracking student progress • Celebrating Success **Enacted on the Spot** • Managing response rates
f. Applies technology to organize and integrate assessment information.	**Planning and Preparing for the Use of Materials and Technology** • Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) • Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
5. Continuous Professional Improvement	
The effective educator consistently:	

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; b. Examines and uses data- informed research to improve instruction and student achievement; c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; e. Engages in targeted professional growth opportunities and reflective practices; and f. Implements knowledge and skills learned in professional development in the teaching and learning process	**Planning and Preparing for Special Needs Students** • Planning and preparing for needs of English language learners • Planning and preparing for the needs of special education students • Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** • Tracking student progress • Celebrating Success **Content** • Homework **Enacted on the Spot** • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students **Evaluating Personal Performance** • Identifying specific areas of pedagogical strength and weakness • Evaluating the effectiveness of individual lessons and units • Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) **Developing a Professional Growth Plan** • Developing a written growth plan • Monitoring progress relative to the professional growth plan **Promoting a Positive Environment** • Promoting positive interactions with colleagues • Promoting positive interactions with students and parents **Promoting Exchange of Ideas and Strategies** • Seeking mentorship for areas of need and interest • Mentoring other teachers and sharing ideas and strategies **Promoting District and School Development** • Adhering to district and school rules and procedures • Participating in district and school initiative
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the	**Enacted on the Spot** • Demonstrating value and respect for low expectancy students • Asking questions of low expectancy students **Promoting a Positive Environment** • Promoting positive interactions with colleagues promoting positive interactions with students and parents

of the Education Profession of Florida, pursuant to Rules 6A-10.80 and 6A-10.81, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	**Promoting District and School Development** • Adhering to district and school rules and procedures • Participating in district and school initiative

Classroom FTEM

Alignment to the Florida Educator Accomplished Practices – Classroom FTEM	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s)
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s)
c. Designs instruction for students to achieve mastery;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap
d. Selects appropriate formative assessments to monitor learning;	• Using Formative Assessment to Track Progress
e. Uses diagnostic student data to plan lessons; and,	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap • Using Formative Assessment to Track Progress
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	• Aligning Resources to Standard(s) • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies

b. Manages individual and class behaviors through a well-planned management system;	• Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	• Communicating High Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural linguistic and family background;	• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
e. Models clear, acceptable oral and written communication skills;	• Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Adhering to School and District Policies and Procedures • Promoting Teacher Leadership and Collaboration
f. Maintains a climate of openness, inquiry, fairness and support;	• Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Promoting Teacher Leadership and Collaboration
g. Integrates current information and communication technologies;	• Aligning Resources to Standard(s) • Planning to Close the Achievement Gap • Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	• Planning to Close the Achievement Gap • Organizing Students to Interact with Content • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Maintaining Expertise in Content and Pedagogy
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	• Planning to Close the Achievement Gap • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Maintaining Expertise in Content and Pedagogy
3.Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	• Planning to Close the Achievement Gap Using Data • Using Questions to Help Students Elaborate on Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Revise Knowledge • Organizing Students to Interact with Content • Using Engagement Strategies

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	• Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks • Organizing Students to Interact with Content • Using Engagement Strategies
c. Identify gaps in students' subject matter knowledge;	• Planning Standards-Based Lessons/Units • Identifying Critical Content from the Standards • Using Formative Assessment to Track Progress
d. Modify instruction to respond to preconceptions or misconceptions;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Identifying Critical Content from the Standards • Reviewing Content • Using Formative Assessment to Track Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
e. Relate and integrate the subject matter with other disciplines and life experiences;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
f. Employ higher-order questioning techniques;	• Using Questions to Help Students Elaborate on Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Identifying Critical Content from the Standard • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Task • Using Formative Assessment to Track Progress
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual	• Planning to Close the Achievement Gap Using Data • Identifying Critical Content from the Standard • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes

differences in students;	• Helping Students Examine Similarities and Differences • Helping Students Examine their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	• Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	• Planning to Close the Achievement Gap Using Data • Identifying Critical Content from the Standard • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	• Planning to Close the Achievement Gap • Using Formative Assessment to Track Progress • Communicating High Expectations for Each Student to Close the Achievement Gap
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap • Using Formative Assessment to Track Progress
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	• Planning to Close the Achievement Gap • Using Formative Assessment to Track Progress
d. Modifies assessments and testing conditions to accommodate learning styles and	• Aligning Resources to Standard(s) • Planning to Close the Achievement Gap • Using Formative Assessment to Track Progress

varying levels of knowledge;	
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	• Planning to Close the Achievement Gap • Providing Feedback and Celebrating Success • Communicating High Expectations for Each Student to Close the Achievement Gap
f. Applies technology to organize and integrate assessment information.	• Aligning Resources to Standard(s) • Using Formative Assessment to Track Progress
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	• Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
b. Examines and uses data-informed research to improve instruction and student achievement;	• Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	• Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	• Promoting Teacher Leadership and Collaboration

e. Engages in targeted professional growth opportunities and reflective practices; and,	• Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	• Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.82 and 6A-10.83 , F.A.C., and fulfills the expected obligations to students, the public and the education profession.	• Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration

Non-Classroom FTEM

Alignment to the Florida Educator Accomplished Practices – Non Classroom FTEM	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	• Helping the School/District Achieve Goals • Using Available Resources • Planning Standards-based Lessons/Units
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	• Helping the School/District Achieve Goals • Planning Standards-based Lessons/Units

c. Designs instruction for students to achieve mastery;	• Helping the School/District Achieve Goals • Using Available Resources • Helping Students Meet Achievable Goals • Planning Standards-based Lessons/Units
d. Selects appropriate formative assessments to monitor learning;	• Helping the School/District Achieve Goals • Planning Standards-based Lessons/Units
e. Uses diagnostic student data to plan lessons; and,	• Helping the School/District Achieve Goals • Using Available Resources • Helping Students Meet Achievable Goals • Planning Standards-based Lessons/Units
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	• Helping the School/District Achieve Goals • Using Available Resources • Helping Students Meet Achievable Goals • Planning Standards-based Lessons/Units
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	• Using Available Resources • Facilitating Groups • Managing Student Behavior
b. Manages individual and class behaviors through a well-planned management system;	• Facilitating Groups • Managing Student Behavior
c. Conveys high expectations to all students;	• Demonstrating Knowledge of Students • Managing Student Behavior • Using Engagement Strategies
d. Respects students' cultural linguistic and family background;	• Demonstrating Knowledge of Students • Managing Student Behavior
e. Models clear, acceptable oral and written communication skills;	• Promoting Positive Interactions with Colleagues and Community • Adhering to School/District Policies and Procedures
f. Maintains a climate of openness, inquiry, fairness and support;	• Demonstrating Knowledge of Students • Managing Student Behavior • Promoting Positive Interactions with Colleagues and Community
g. Integrates current information and communication technologies;	• Using Available Resources • Planning Standards-based Lessons/Units • Promoting Positive Interactions with Colleagues and Community demonstrating Knowledge of Professional Practice (Area of Expertise) • Adhering to School/District Policies and Procedures

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	• Demonstrating Knowledge of Students • Facilitating Groups • Demonstrating Knowledge of Professional Practice (Area of Expertise)
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	• Using Available Resources • Demonstrating Knowledge of Students • Demonstrating Knowledge of Professional Practice (Area of Expertise)
3.Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	• Helping Students Meet Achievable Goals • Using Questioning Skills • Facilitating Groups • Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	• Using Questioning Skills • Facilitating Groups • Using Engagement Strategies
c. Identify gaps in students' subject matter knowledge;	• Planning Standards-based Lessons/Units • Identifying Critical Content
d. Modify instruction to respond to preconceptions or misconceptions;	• Demonstrating Knowledge of Students • Planning Standards-based Lessons/Units

e. Relate and integrate the subject matter with other disciplines and life experiences;	• Using Available Resources • Planning Standards-based Lessons/Units • Using Engagement Strategies
f. Employ higher-order questioning techniques;	• Using Questioning Skills
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	• Helping the School/District Achieve Goals • Using Available Resources • Planning Standards-based Lessons/Units • Identifying Critical Content • Using Questioning Skills • Facilitating Groups
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	• Demonstrating Knowledge of Students • Helping Students Meet Achievable Goals • Planning Standards-based Lessons/Units • Using Questioning Skills
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	• Helping the School/District Achieve Goals • Demonstrating Knowledge of Students • Helping Students Meet Achievable Goals
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	• Helping Students Meet Achievable Goals • Using Questioning Skills

4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	• Establishing and Communicating Clear Goals for Supporting Services • Helping the School/District Achieve Goals • Helping Students Meet Achievable Goals • Planning Standards-based Lessons/Units
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	• Establishing and Communicating Clear Goals for Supporting Services • Helping the School/District Achieve Goals • Using Available Resources • Helping Students Meet Achievable Goals • Planning Standards-based Lessons/Units
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	• Establishing and Communicating Clear Goals for Supporting Services • Helping the School/District Achieve Goals • Helping Students Meet Achievable Goals • Planning Standards-based Lessons/Units
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	• Helping the School/District Achieve Goals • Using Available Resources • Helping Students Meet Achievable Goals • Planning Standards-based Lessons/Units
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	• Establishing and Communicating Clear Goals for Supporting Services • Helping Students Meet Achievable Goals
f. Applies technology to organize and integrate assessment information.	• Establishing and Communicating Clear Goals for Supporting Services • Helping the School/District Achieve Goals • Using Available Resources
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	• Helping the School/District Achieve Goals • Using Data and Feedback to Support Changes to Professional Practice • Demonstrating Knowledge of Professional Practice (Area of Expertise)

b. Examines and uses data-informed research to improve instruction and student achievement;	• Helping the School/District Achieve Goals • Reflecting and Evaluating Personal Performance • Using Data and Feedback to Support Changes to Professional Practice
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	• Helping the School/District Achieve Goals • Reflecting and Evaluating Personal Performance • Using Data and Feedback to Support Changes to Professional Practice • Promoting Positive Interactions with Colleagues and Community
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	• Helping the School/District Achieve Goals • Promoting Positive Interactions with Colleagues and Community • Supporting and Participating in School and District Initiatives
e. Engages in targeted professional growth opportunities and reflective practices; and,	• Reflecting and Evaluating Personal Performance • Using Data and Feedback to Support Changes to Professional Practice • Demonstrating Knowledge of Professional Practice (Area of Expertise) • Supporting and Participating in School and District Initiatives
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	• Using Data and Feedback to Support Changes to Professional Practice • Demonstrating Knowledge of Professional Practice (Area of Expertise)
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant	• Reflecting and Evaluating Personal Performance • Adhering to School/District Policies and Procedures

to Rules 6A-10.80 and 6A-10.81 F.A.C., and fulfills the expected obligations to students, the public and the education profession.	

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.

Legacy – Classroom

2014 Marzano Teacher Evaluation Model
Learning Map

Learning Sciences MARZANO CENTER

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Domain 1: Classroom Strategies and Behaviors
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

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Marzano Art and Science of Teaching Teacher Evaluation Model
Learning Map

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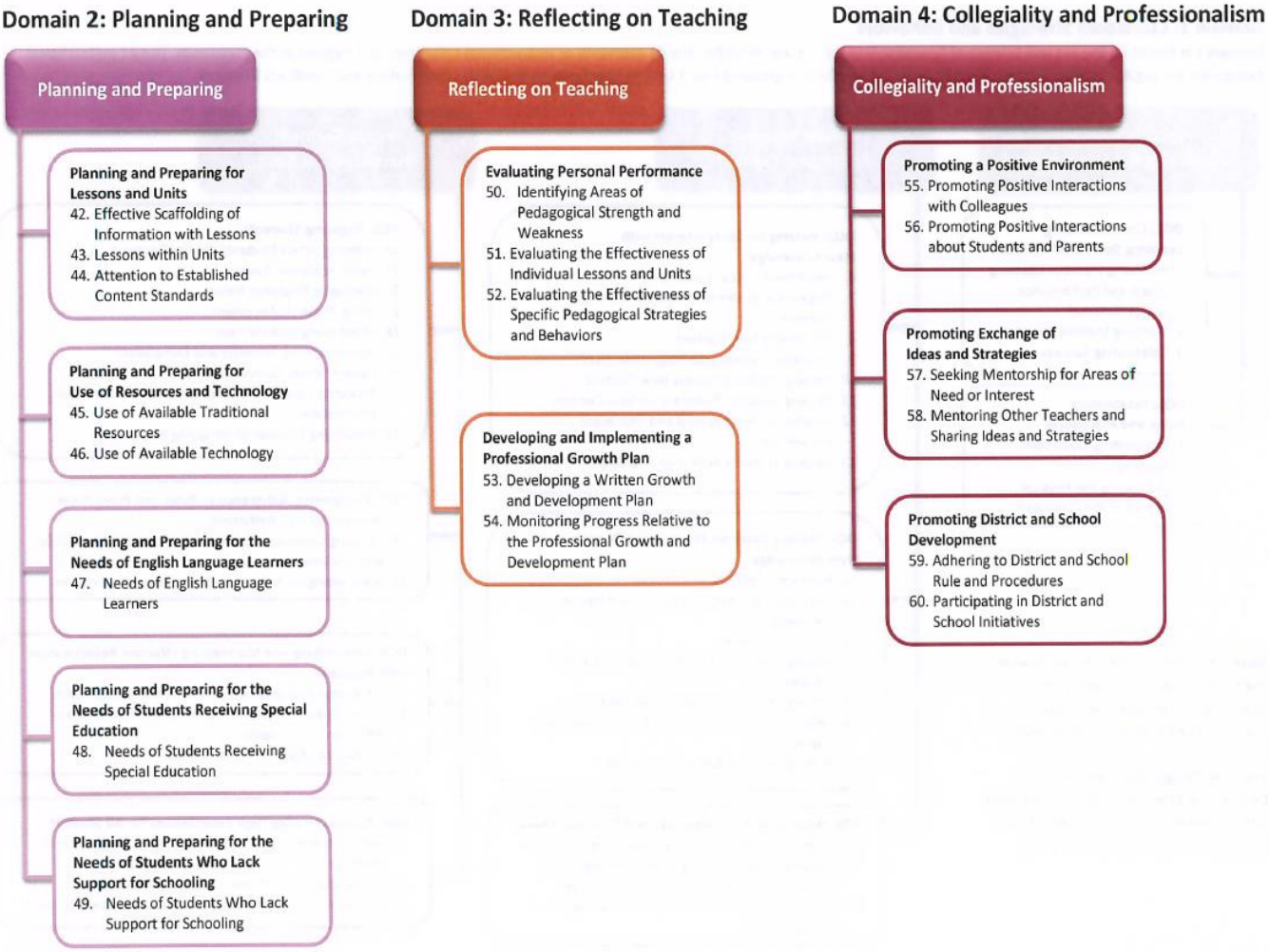
LEARNING AND PERFORMANCE MANAGEMENT



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Marzano Protocol: Lesson Segment Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)

The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Example Teacher Evidence

- ❒❒ Teacher has a learning goal and/or target posted for student reference
- ❒❒ The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- ❒❒ Teacher makes reference to the learning goal or target throughout the lesson
- ❒❒ Teacher has a scale that builds a progression of knowledge from simple to complex
- ❒❒ Teacher relates classroom activities to the scale throughout the lesson
- ❒❒ Teacher has goals or targets at the appropriate level of rigor
- ❒❒ Performance Scales include application of knowledge

Example Student Evidence

- ❒❒ Students can explain the learning goal or target for the lesson
- ❒❒ Students can explain how their current activities relate to the learning goal or target
- ❒❒ Students can explain the levels of performance, from simple to complex, in the scale
- ❒❒ Student artifacts demonstrate students know the learning goal or target
- ❒❒ Student artifacts demonstrate students can identify a progression of knowledge

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing rigorous learning goals and performance scales (rubrics)	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance.	Provides rigorous learning goals and performance scales or rubrics and monitors the extent to which students understand the learning goal and/or targets and levels of performance.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing rigorous learning goals and performance scales (rubrics)	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide a rigorous learning goal accompanied by a performance Scale or rubric that describes levels of performance?	In addition to providing a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance, how can you monitor the extent to which students understand the learning goal and/or targets and the levels of performance?	How might you adapt and create new strategies for providing rigorous learning goals and/or targets and performance scales or rubrics that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

Example Teacher Evidence

- ❒❒ Teacher helps students track their individual progress on the learning goal or target
- ❒❒ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- ❒❒ Teacher uses formative data to chart progress of individual and entire class progress on the learning goal

Example Student Evidence

- ❒❒ Students can describe their status relative to the learning goal using the scale or rubric
- ❒❒ Students systematically update their status on the learning goal
- ❒❒ Students take some responsibility for providing evidence in reference to their progress on the scale
- ❒❒ Artifacts and data support that students are making progress toward a learning goal

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Tracking student progress	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Tracking student progress	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you facilitate tracking of student progress using a formative approach to assessment?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal or target.

Example Teacher Evidence

- ❒❒ Teacher acknowledges students who have achieved a certain score on the scale or rubric
- ❒❒ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- ❒❒ Teacher acknowledges and celebrates the final status and progress of the entire class
- ❒❒ Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause
  - Academic praise

Example Student Evidence

- ❒❒ Students show signs of pride regarding their accomplishments in the class
- ❒❒ Students take some responsibility for celebrating their individual status and that of the whole class
- ❒❒ Student surveys indicate they want to continue making progress

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Celebrating success	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Celebrating success	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal or target.

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Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Routines

The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Example Teacher Evidence

- ❒❒ Teacher involves students in designing classroom routines and procedures
- ❒❒ Teacher actively teaches student self-regulation strategies
- ❒❒ Teacher uses classroom meetings to review and process rules and procedures
- ❒❒ Teacher reminds students of rules and procedures
- ❒❒ Teacher asks students to restate or explain rules and procedures
- ❒❒ Teacher provides cues or signals when a rule or procedure should be used
- ❒❒ Teacher focuses on procedures for students working individually or in small groups

Example Student Evidence

- ❒❒ Students follow clear routines during class
- ❒❒ Students describe established rules and procedures
- ❒❒ Students describe the classroom as an orderly place
- ❒❒ Students recognize cues and signals by the teacher
- ❒❒ Students regulate their behavior while working individually
- ❒❒ Students regulate their behavior while working in groups

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes expectations regarding rules and procedures.	Establishes expectations regarding rules and procedures and monitors the extent to which students understand rules and procedures.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you establish expectations regarding rules and procedures?	In addition to establishing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How might you adapt and create strategies for establishing expectations, rules, and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and support learning.

Example Teacher Evidence

- ❒❒ The physical layout of the classroom has clear traffic patterns
- ❒❒ The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
- ❒❒ The physical layout of the classroom provides easy access to materials and centers
- ❒❒ The classroom is decorated in a way that enhances student learning
  - Bulletin boards relate to current content (e.g., word walls)
  - Student work is displayed

Example Student Evidence

- ❒❒ Students move easily about the classroom
- ❒❒ Individual students or groups of students have easy access to materials that make use of long-term projects
- ❒❒ Students make use of materials and learning centers
- ❒❒ Students can easily focus on instruction
- ❒❒ Students can easily access technology
- ❒❒ Transition time is minimized due to layout of classroom

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing the physical layout of the classroom	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes the physical layout of the classroom to facilitate movement and support learning.	Organizes the physical layout of the classroom to facilitate movement and support learning and monitors the extent to which students have easy access to materials in an environment that supports learning.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing the physical layout of the classroom	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize the physical layout of the classroom to facilitate movement and support learning?	In addition to organizing the physical layout of the classroom to facilitate movement and support learning, how can you monitor that students have easy access to materials in an environment that supports learning?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and support learning that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?

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Marzano Protocol: Lesson Segment Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Content

The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

Example Teacher Evidence

- ❑❑ Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- ❑❑ Teacher identifies differences between the critical and non-critical content
- ❑❑ Teacher continuously calls students' attention to accurate critical content
- ❑❑ Teacher integrates cross-curricular connections to critical content

Example Student Evidence

- ❑❑ Students can describe the level of importance of the critical content addressed in class
- ❑❑ Students can identify the critical content addressed in class
- ❑❑ Students can explain the difference between critical and non-critical content
- ❑❑ Formative data show students attend to the critical content (e.g., questioning, artifacts)
- ❑❑ Students can explain the progression of critical content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to students critical versus non-critical content and portrays a clear progression of information.	Signals to students critical versus non-critical content and portrays a clear progression of information and monitors the extent to which students are attending to critical versus non-critical content.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you signal to students critical versus non- critical content and portray a clear progression of information?	In addition to signaling to students critical versus non- critical content and portraying a clear progression of information, how might you monitor the extent to which students attend to critical content?	How might you adapt and create new strategies for identifying critical content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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7. Organizing Students to Interact with New Content

The teacher organizes students into appropriate groups to facilitate the processing of new content.

Example Teacher Evidence

❒❒ Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
❒❒ Teacher provides guidance on one or more conative skills
- Becoming aware of the power of interpretations
- Avoiding negative thinking
- Taking various perspectives
- Interacting responsibly
- Handling controversy and conflict resolution

❒❒ Teacher organizes students into ad hoc groups for the lesson
❒❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

❒❒ Students move and work within groups with an organized purpose
❒❒ Students have an awareness of the power of interpretations
❒❒ Students avoid negative thinking
❒❒ Students take various perspectives
❒❒ Students interact responsibly
❒❒ Students appear to know how to handle controversy and conflict resolution
❒❒ Students actively ask and answer questions about the content
❒❒ Students add their perspectives to discussions
❒❒ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of new content.	Organizes students into appropriate groups to facilitate the processing of new content and monitors the extent to which groups process.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into small groups to facilitate the processing of new content?	In addition to organizing students into small groups to facilitate the processing of new content, how can you monitor the extent to which groups process?	How might you adapt and create new strategies for organizing students to interact with new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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8. Previewing New Content

The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

Example Teacher Evidence

- ❒❒ Teacher facilitates identification of the basic relationship between prior ideas and new content
- ❒❒ Teacher uses preview questions before reading
- ❒❒ Teacher uses K-W-L strategy or variation of it
- ❒❒ Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- ❒❒ Teacher has students brainstorm
- ❒❒ Teacher uses anticipation guide
- ❒❒ Teacher uses motivational hook/launching activity
  - Anecdote
  - Short multimedia selection
  - Simulation/demonstration
  - Manipulatives
- ❒❒ Teacher uses digital resources to help students make linkages
- ❒❒ Teacher uses strategies associated with a flipped classroom

Example Student Evidence

- ❒❒ Students can identify basic relationships between prior content and upcoming content
- ❒❒ Students can explain linkages with prior knowledge
- ❒❒ Students make predictions about upcoming content
- ❒❒ Students can provide a purpose for what they are about to learn
- ❒❒ Students cognitively engage in previewing activities
- ❒❒ Students can explain how prior standards or goals link to the new content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge and analyze new content.	Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors the extent to which students access prior knowledge and analyze new content.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in previewing activities that require them to access prior knowledge and analyze new content?	In addition to engaging students in previewing activities that require students to access prior knowledge and analyze new content, how can you also monitor the extent to which students are accessing prior knowledge and analyze new content?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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9. Chunking Content into "Digestible Bites"

Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

Example Teacher Evidence

- ❒❒ During a verbal presentation, the teacher stops at strategic points
- ❒❒ While utilizing multi-media, the teacher stops at strategic points
- ❒❒ While providing a demonstration, the teacher stops at strategic points
- ❒❒ While students are reading information or stories orally as a class, the teacher stops at strategic points
- ❒❒ Teacher uses appropriate questioning to determine if content chunks are appropriate
- ❒❒ Teacher uses formative data to break content into appropriate chunks

Example Student Evidence

- ❒❒ Students can explain why the teacher is stopping at various points
- ❒❒ Students appear to know what is expected of them when the teacher stops at strategic points
- ❒❒ Students can explain clear conclusions about chunks of content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Chunking content into "digestible bites"	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Breaks input experiences into small chunks based on student needs.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Chunking content into "digestible bites"	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you break input experiences into small chunks based on student needs?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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10. Helping Students Process New Content

The teacher systematically engages student groups in processing and generating conclusions about new content.

Example Teacher Evidence

❒❒ Teacher employs formal group processing strategies
- Jigsaw
- Reciprocal teaching
- Concept attainment

❒❒ Teacher uses informal strategies to engage group members in actively processing
- Predictions
- Associations
- Paraphrasing
- Verbal summarizing
- Questioning

❒❒ Teacher facilitates group members in generating conclusions

Example Student Evidence

❒❒ Students can explain what they have just learned
❒❒ Students volunteer predictions
❒❒ Students voluntarily ask clarification questions
❒❒ Groups are actively discussing the content
- Group members ask each other and answer questions about the information
- Group members make predictions about what they expect next

❒❒ Students generate conclusions about the new content
❒❒ Students can verbally summarize or restate the new information

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students process new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages student groups in processing new content to generate conclusions.	Engages student groups in processing new content to generate conclusions and monitors the extent to which the processing enhances student understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students process new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage student groups in processing new content?	In addition to engaging student groups in processing new content, how can you monitor the extent to which the processing enhances student understanding?	How might you adapt and create new strategies for processing new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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11. Helping Students Elaborate on New Content
The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.
Example Teacher Evidence ❒❒ Teacher asks questions that require students to make elaborative inferences about the content ❒❒ Teacher asks students to provide evidences for their inferences ❒❒ Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
Example Student Evidence ❒❒ Students volunteer answers to inferential questions ❒❒ Students provide evidence for their inferences ❒❒ Student artifacts demonstrate students can make elaborative inferences ❒❒ Students can identify basic relationships between ideas and how one idea relates to others

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students elaborate on new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in answering inferential questions and providing evidence for their inferences.	Engages students in answering inferential questions and providing evidence for their inferences and monitors the extent to which students elaborate and provide evidence on what was explicitly taught.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students elaborate on new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in answering inferential questions and providing evidence for their inferences?	In addition to engaging students in answering inferential questions and providing evidence for their inferences, how can you monitor the extent to which students elaborate and provide evidence on what was explicitly taught?	How might you adapt and create new strategies for elaborating on new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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12. Helping Students Record and Represent Knowledge

The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

Example Teacher Evidence

- ❒❒ Teacher asks students to summarize the information they have learned
- ❒❒ Teacher asks students to generate notes that identify critical information in the content
- ❒❒ Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- ❒❒ Teacher asks students to represent new knowledge through various types of models
  - Mathematical
  - Visual
  - Linguistic (e.g., mnemonics)
- ❒❒ Teacher facilitates generating and manipulating images of new content

Example Student Evidence

- ❒❒ Student summaries and notes include critical content
- ❒❒ Student nonlinguistic representations include critical content
- ❒❒ Student models and other artifacts represent critical content
- ❒❒ Students can explain main points of the lesson
- ❒❒ Student explanations of mental images represent critical content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students record and represent knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models.	Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models and monitors the extent to which students organize and summarize the important content.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students record and represent knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that help them record and represent their knowledge in understanding of important content using a variety of models?	In addition to engaging students in activities that help them record and represent their knowledge in understanding of important content using a variety of models, how can you monitor the extent to which students organize and summarize important content?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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13. Helping Students Reflect on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Example Teacher Evidence

- ❒❒ Teacher asks students to state or record what they are clear about and what they are confused about
- ❒❒ Teacher asks students to state or record how hard they tried
- ❒❒ Teacher asks students to state or record what they might have done to enhance their learning
- ❒❒ Teacher utilizes reflection activities to cultivate a growth mindset
- ❒❒ Teacher utilizes reflection activities to cultivate resiliency
- ❒❒ Teacher utilizes reflection activities to avoid negative thinking
- ❒❒ Teacher utilizes reflection activities to examine logic of learning and the learning process

Example Student Evidence

- ❒❒ Students can explain what they are clear about and what they are confused about
- ❒❒ Students can describe how hard they tried
- ❒❒ Students can explain what they could have done to enhance their learning
- ❒❒ Student actions and reflections display a growth mindset
- ❒❒ Student actions and reflections display resiliency
- ❒❒ Student actions and reflections avoid negative thinking
- ❒❒ Student reflections involve examining logic of learning and the learning process

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students reflect on learning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in reflecting on their own learning and the learning process.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self- assess their understanding and effort.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students reflect on learning	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in reflecting on their own learning and the learning process?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- Why is the information that you are learning today important?
- How do you know what things are most important to pay attention to?
- What are the main points of this lesson?

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Design Question #3: What will I do to help students practice and deepen new knowledge?

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

Example Teacher Evidence

❑❑ Teacher begins the lesson with a brief review of content
❑❑ Teacher systematically emphasizes the cumulative nature of the content
❑❑ Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another

- Summary
- Problem that must be solved using previous information
- Questions that require a review of content
- Demonstration
- Brief practice test or exercise
- Warm-up activity

Example Student Evidence

❑❑ Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
❑❑ Students can articulate the cumulative nature of the content
❑❑ Student responses to class activities indicate that they recall previous content

- Artifacts
- Pretests
- Warm-up activities

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Reviewing content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review that highlights the cumulative nature of the content.	Engages students in a brief review that highlights the cumulative nature of the content and monitors the extent to which students can recall critical content.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Reviewing content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in a brief review of content that highlights the cumulative nature of the content?	In addition to engaging students in a brief review that highlights the cumulative nature of the content, how can you monitor the extent to which students can recall critical content?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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15. Organizing Students to Practice and Deepen Knowledge

The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

Example Teacher Evidence

❒❒ Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
❒❒ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
❒❒ Teacher provides guidance regarding group interactions
❒❒ Teacher provides guidance on one or more conative skills

- Becoming aware of the power of interpretations
- Avoiding negative thinking
- Taking various perspectives
- Interacting responsibly
- Handling controversy and conflict resolution

❒❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

❒❒ Students explain how the group work supports their learning
❒❒ While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process

- Students actively ask and answer questions about the content
- Students add their perspective to discussions

❒❒ Students move and work within groups with an organized purpose
❒❒ Students have an awareness of the power of interpretations
❒❒ Students avoid negative thinking
❒❒ Students take various perspectives
❒❒ Students interact responsibly
❒❒ Students appear to know how to handle controversy and conflict resolution
❒❒ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to practice and deepen knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors the extent to which the group work extends their learning.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to practice and deepen knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into groups to practice and deepen knowledge?	In addition to organizing students into groups to practice and deepen knowledge, how can you also monitor the extent to which the group work extends their learning?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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16. Using Homework
The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.
Example Teacher Evidence ❒❒ Teacher utilizes strategies associated with a flipped classroom ❒❒ Teacher communicates a clear purpose and gives directions for homework ❒❒ Teacher extends an activity that was begun in class to provide students with more time ❒❒ Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently ❒❒ Teacher utilizes homework assignments that allow students to access and analyze content independently
Example Student Evidence ❒❒ Students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process ❒❒ Students ask clarifying questions about homework that help them understand its purpose

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using homework	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Assigns homework that is designed to deepen knowledge of content or practice a skill, strategy, or process.	When appropriate (as opposed to routinely), assigns homework that is designed to deepen knowledge of content or practice a skill, strategy, or process and monitors the extent to which homework extends student learning.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using homework	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you assign homework that is designed to deepen knowledge of content or practice a skill, strategy, or process?	In addition to assigning homework that is designed to deepen knowledge of content or practice a skill, strategy, or process, how can you also monitor the extent to which the homework extends student learning?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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17. Helping Students Examine Similarities and Differences

When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences.

Example Teacher Evidence

❒❒ Teacher engages students in activities that require students to examine similarities and differences
- Comparison activities
- Classifying activities
- Analogy activities
- Metaphor activities
- Identifying basic relationships between ideas that deepen knowledge
- Generating and manipulating mental images that deepen knowledge

❒❒ Teacher asks students to summarize what they have learned from the activity
❒❒ Teacher asks students to linguistically and non-linguistically represent similarities and differences
❒❒ Teacher asks students to explain how the activity has added to their understanding
❒❒ Teacher asks students to draw conclusions after the examination of similarities and differences
❒❒ Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence

❒❒ Students can create analogies and/or metaphors that reflect their depth of understanding
❒❒ Student comparison and classification activities reflect their depth of understanding
❒❒ Student artifacts indicate that student knowledge has been extended as a result of the activity
❒❒ Student responses indicate that they have deepened their understanding
❒❒ Students can present evidence to support their explanation of similarities and differences
❒❒ Students navigate digital resources to find credible and relevant information to support similarities and differences

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine similarities and differences	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that require them to examine similarities and differences related to content.	Engages students in activities that require them to examine similarities and differences related to content and monitors the extent to which it deepens student understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine similarities and differences	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that require them to examine similarities and differences related to content?	In addition to engaging students in examining similarities and differences related to content, how can you monitor the extent to which students are deepening their knowledge?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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18. Helping Students Examine Their Reasoning

The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

Example Teacher Evidence

❒❒ Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
- Faulty logic
- Attacks
- Weak reference
- Misinformation

❒❒ Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
- Statement of a clear claim
- Evidence for the claim presented
- Qualifiers presented showing exceptions to the claim

❒❒ Teacher asks students to examine logic of errors in procedural knowledge
❒❒ Teacher asks students to analyze errors to identify more efficient ways to execute processes
❒❒ Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
❒❒ Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Student Evidence

❒❒ Students can describe errors or informal fallacies in content
❒❒ Students can explain the overall structure of an argument presented to support a claim
❒❒ Student artifacts indicate students can identify errors in reasoning or make and support a claim
❒❒ Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning
❒❒ Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine their reasoning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them.	Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them and monitors the extent to which it deepens student understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine their reasoning	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them?	In addition to engaging students in examining and defending their own reasoning or the logic of information as presented to them, how can you monitor the extent to which students are deepening their knowledge?	How might you adapt and create new strategies for helping students examine their own reasoning or the logic of information presented to them that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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19. Helping Students Practice Skills, Strategies, and Processes
When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.
Example Teacher Evidence ❒❒ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process • Guided practice if students cannot perform the skill, strategy, or process independently • Independent practice if students can perform the skill, strategy, or process independently ❒❒ Teacher guides students to generate and manipulate mental models for skills, strategies, and processes ❒❒ Teacher employs "worked examples" ❒❒ Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes ❒❒ Teacher models the skill, strategy, or process
Example Student Evidence ❒❒ Students perform the skill, strategy, or process with increased confidence ❒❒ Students perform the skill, strategy, or process with increased competence ❒❒ Student artifacts or formative data show fluency and accuracy is increasing ❒❒ Students can explain mental models

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students practice skills, strategies, and processes	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content involves a skill, strategy, or process, engages students in practice activities.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which it increases fluency or deepens understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students practice skills, strategies, and processes	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in practice activities when content involves a skill, strategy, or process?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency or deepening understanding?	How might you adapt and create new strategies for helping students practice that increase fluency and address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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20. Helping Students Revise Knowledge

The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

Example Teacher Evidence

❒❒ Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
❒❒ Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
❒❒ Teacher has students explain how their understanding has changed
❒❒ Teacher guides students to identify alternative ways to execute procedures

Example Student Evidence

❒❒ Students make corrections and/or additions to information previously recorded about content
❒❒ Students can explain previous errors or misconceptions they had about content
❒❒ Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
❒❒ Student revisions demonstrate alternative ways to execute procedures

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students revise knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revising their knowledge of previous content by correcting errors and misconceptions.	Engages students in revising their knowledge of previous content by correcting errors and misconceptions and monitors the extent to which these revisions deepen their understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students revise knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in the revision of previous content by correcting errors and misconceptions?	In addition to engaging students in revising previous content by correcting errors and misconceptions, how can you monitor the extent to which these revisions deepen student understanding?	How might you adapt and create new strategies for revising knowledge of content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

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Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing Students for Cognitively Complex Tasks

The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses.

Example Teacher Evidence

❒❒ Teacher establishes the need to generate and test hypotheses for short- or long-term tasks
❒❒ Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
❒❒ Teacher provides guidance on one or more conative skills
- Becoming aware of the power of interpretations
- Avoiding negative thinking
- Taking various perspectives
- Interacting responsibly
- Handling controversy and conflict resolution

❒❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

❒❒ Students describe the importance of generating and testing hypotheses about content
❒❒ Students explain how groups support their learning
❒❒ Students use group activities to help them generate and test hypotheses
❒❒ While in groups, students interact in explicit ways to generate and test hypotheses
- Students actively ask and answer questions about the content
- Students add their perspectives to discussions

❒❒ Students move and work within groups with an organized purpose
❒❒ Students have an awareness of the power of interpretations
❒❒ Students avoid negative thinking
❒❒ Students take various perspectives
❒❒ Students interact responsibly
❒❒ Students appear to know how to handle controversy and conflict resolution
❒❒ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups to facilitate working on cognitively complex tasks.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group work results in students engaging in cognitively complex tasks.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students in groups to facilitate working on cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group work results in students engaging in cognitively complex tasks?	How might you adapt and create new strategies for organizing students to engage in cognitively complex tasks that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

Example Teacher Evidence

❒❒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to

- Generate conclusions
- Identify common logical errors
- Present and support claims
- Navigate digital resources

❒❒ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses

- Generate conclusions
- Identify common logical errors
- Present and support claims
- Navigate digital resources

Example Student Evidence

❒❒ Students participate in tasks that require them to generate and test hypotheses
❒❒ Students can explain the hypothesis they are testing
❒❒ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
❒❒ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can

- Generate conclusions
- Identify common logical errors
- Present and support claims
- Navigate digital resources
- Identify how one idea relates to others

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking.	Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking and monitors the extent to which students are generating and testing hypotheses and analyzing their own thinking.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking?	In addition to engaging students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking, how can you monitor the extent to which students are generating and testing hypotheses and analyzing their own thinking?	How might you adapt and create new strategies for engaging students in cognitively complex tasks involving hypothesis generation and testing that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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23. Providing Resources and Guidance for Cognitively Complex Tasks

The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.

Example Teacher Evidence

❒❒ Teacher makes himself/herself available to students who need guidance or resources
- Circulates around the room
- Provides easy access to himself/herself

❒❒ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks

❒❒ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students
- Digital
- Technical
- Human
- Material

Example Student Evidence

❒❒ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks

❒❒ Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

❒❒ Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing resources and guidance for cognitively complex tasks	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing resources and guidance for cognitively complex tasks	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	In addition to acting as a guide and resource provider as students engage in cognitively complex tasks, how can you monitor the extent to which students request and use guidance and resources?	How might you adapt and create new strategies for providing resources and guidance for cognitively complex tasks that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:
- How did this lesson help you apply or use what you have learned?
- What change has this lesson made in your understanding of the content?

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Marzano Protocol: Lesson Segment Enacted on the Spot

Design Question #5: What will I do to engage students?

24. Noticing When Students are Not Engaged

The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

Example Teacher Evidence

- ❒❒ Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- ❒❒ Teacher notices when the energy level in the room is low or students are not participating
- ❒❒ Teacher takes action or uses specific strategies to re-engage students

Example Student Evidence

- ❒❒ Students appear aware of the fact that the teacher is noticing their level of engagement
- ❒❒ Students increase their level of engagement when the teacher uses engagement strategies
- ❒❒ Students explain that the teacher expects high levels of engagement
- ❒❒ Students report that the teacher notices when students are not engaged

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Noticing when students are not engaged	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Scans the room and notices when students are not engaged and takes action.	Scans the room and notices when students are not engaged and takes action and monitors the extent to which students re- engage.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Noticing when students are not engaged	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you scan the room, notice when students are not engaged, and then take action to engage students?	In addition to scanning the room, noticing when students are not engaged, and taking action, how can you monitor the extent to which students re-engage?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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25. Using Academic Games

The teacher uses academic games to cognitively engage or re-engage students.

Example Teacher Evidence

- ❒❒ Teacher uses academic games that focus on or reinforce important concepts
- ❒❒ Teacher uses academic games that create generalizations or test principles
- ❒❒ Teacher uses structured, inconsequential competition games such as Jeopardy and Family Feud
- ❒❒ Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- ❒❒ Teacher uses friendly competition along with classroom games
- ❒❒ Teacher develops conative skills during academic games
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

Example Student Evidence

- ❒❒ Students engage in the games with some enthusiasm
- ❒❒ Students can explain how the games keep their interest and help them learn or remember content
- ❒❒ Students appear to take various perspectives when engaged in academic games
- ❒❒ Students interact responsibly during academic games
- ❒❒ Students handle controversy and conflict during academic games

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using academic games	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses academic games to maintain student engagement.	Uses academic games to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using academic games	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use academic games to maintain student engagement?	In addition to using academic games to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for using academic games to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement through questioning processes.

Example Teacher Evidence

❒❒ Teacher uses appropriate wait time
❒❒ Teacher uses a variety of activities that require all students to respond
- Response cards
- Students use hand signals to respond to questions
- Choral response

❒❒ Teacher uses technology to keep track of student responses
❒❒ Teacher uses response chaining
❒❒ Teacher increases response rates by requiring students to back up responses with evidence

Example Student Evidence

❒❒ Multiple students, or the entire class, respond to questions posed by the teacher
❒❒ Students can describe their thinking about specific questions posed by the teacher
❒❒ Students engage or re-engage in response to teacher's use of questioning techniques

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Managing response rates	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement through questioning processes.	Uses response rate techniques to maintain student engagement through questioning processes and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Managing response rates	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use response rate techniques to maintain student engagement through questioning processes?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for managing response rates to maintain student engagement in questions that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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27. Using Physical Movement

The teacher uses physical movement to maintain student engagement in content.

Example Teacher Evidence

❒❒ Teacher facilitates movement to learning stations or to work with other students
❒❒ Teacher has students move after brief chunks of content engagement
❒❒ Teacher has students stand up and stretch or do related activities when their energy is low
❒❒ Teacher uses activities that require students to physically move to respond to questions
- Vote with your feet
- Go to the part of the room that represents the answer you agree with

❒❒ Teacher has students physically act out or model content to increase energy and engagement
❒❒ Teacher uses give-one-get-one activities that require students to move about the room

Example Student Evidence

❒❒ Student behavior shows physical movement strategies increase cognitive engagement
❒❒ Students engage in the physical activities designed by the teacher
❒❒ Students can explain how the physical movement keeps their interest and helps them learn

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using physical movement	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses physical movement to maintain student engagement.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using physical movement	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use physical movement to maintain student engagement?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies using physical movement to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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28. Maintaining a Lively Pace
The teacher uses pacing techniques to maintain student engagement in content.
Example Teacher Evidence ❒❒ Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments ❒❒ Teacher employs crisp transitions from one activity to another ❒❒ Teacher alters pace appropriately (i.e., speeds up and slows down)
Example Student Evidence ❒❒ Students stay engaged when the pace of the class is not too fast or too slow ❒❒ Students quickly adapt to transitions and re-engage when a new activity is begun ❒❒ Students describe the pace of the class as not too fast or not too slow

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a lively pace	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses pacing techniques to maintain student engagement.	Uses pacing techniques to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a lively pace	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use pacing techniques to maintain student engagement?	In addition to pacing techniques to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for maintaining a lively pace that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

Example Teacher Evidence

- ❒❒ Teacher enthusiastically demonstrates depth of content knowledge
- ❒❒ Teacher demonstrates importance of content by relating it to authentic, real-world situations
- ❒❒ Teacher describes personal experiences that relate to the content
- ❒❒ Teacher signals excitement for content by
  - Physical gestures
  - Voice tone
  - Dramatization of information
- ❒❒ Teacher strategically adjusts his/her energy level in response to student engagement

Example Student Evidence

- ❒❒ Students say that the teacher "likes the content" and "likes teaching"
- ❒❒ Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating intensity and enthusiasm	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways.	Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating intensity and enthusiasm	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you demonstrate intensity and enthusiasm by sharing a deep level of content in a variety of ways?	In addition to demonstrating intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement in content.

Example Teacher Evidence

- ❒❒ Teacher structures mini-debates about the content
- ❒❒ Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- ❒❒ Teacher has students reveal sources of evidence to support their positions
- ❒❒ Teacher has students examine multiple perspectives and opinions about the content
- ❒❒ Teacher elicits different opinions on content from members of the class
- ❒❒ Teacher develops conative skills during friendly controversy
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

Example Student Evidence

- ❒❒ Students engage or re-engage in friendly controversy activities with enhanced engagement
- ❒❒ Students describe friendly controversy activities as "stimulating," "fun," and "engaging"
- ❒❒ Students explain how a friendly controversy activity helped them better understand the content
- ❒❒ Students appear to take various perspectives while engaged in friendly controversy
- ❒❒ Students interact responsibly during friendly controversy
- ❒❒ Students appropriately handle controversy and conflict while engaged in friendly controversy

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using friendly controversy	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses friendly controversy techniques to maintain student engagement.	Uses friendly controversy techniques to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using friendly controversy	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use friendly controversy techniques to maintain student engagement?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for using friendly controversy to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate content being presented in class to their personal interests.

Example Teacher Evidence

- ❒❒ Teacher is aware of student interests and makes connections between these interests and class content
- ❒❒ Teacher structures activities that ask students to make connections between the content and their personal interests
- ❒❒ Teacher appears encouraging and interested when students are explaining how content relates to their personal interests
- ❒❒ Teacher highlights student use of specific cognitive skills (e.g., identifying basic relationships, generating conclusions, and identifying common logical errors) and conative skills (e.g., becoming aware of the power of interpretations) when students are explaining how content relates to their personal interests

Example Student Evidence

- ❒❒ Students engage in activities that require them to make connections between their personal interests and the content
- ❒❒ Students explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing opportunities for students to talk about themselves	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing opportunities for students to talk about themselves	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.

Example Teacher Evidence

- ❒❒ Teacher systematically provides interesting facts and details about the content
- ❒❒ Teacher encourages students to identify interesting information about the content
- ❒❒ Teacher engages students in activities like "Believe it or not" about the content
- ❒❒ Teacher uses guest speakers and various digital resources (e.g., media clips) to provide unusual information about the content

Example Student Evidence

- ❒❒ Student attention increases when unusual information is presented about the content
- ❒❒ Students explain how the unusual information makes them more interested in the content
- ❒❒ Students explain how the unusual information deepens their understanding of the content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Presenting unusual or intriguing information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses unusual or intriguing and relevant information about the content.	Uses unusual or intriguing and relevant information about the content and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Presenting unusual or intriguing information	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use unusual or intriguing and relevant information about the content?	In addition to using unusual or intriguing and relevant information about the content, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for using unusual or intriguing and relevant information about the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that make you bored?

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Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

33. Demonstrating "Withitness"

The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Example Teacher Evidence

- ❑❑ Teacher physically occupies all quadrants of the room
- ❑❑ Teacher scans the entire room, making eye contact with all students
- ❑❑ Teacher recognizes potential sources of disruption and deals with them immediately
- ❑❑ Teacher proactively addresses inflammatory situations

Example Student Evidence

- ❑❑ Students recognize that the teacher is aware of their behavior
- ❑❑ Students interact responsibly
- ❑❑ Students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating "withitness"	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses behaviors associated with "withitness."	Uses behaviors associated with "withitness" and monitors the extent to which it affects student behavior.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating "withitness"	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use behaviors associated with "withitness"?	In addition to using behaviors associated with "withitness," how can you monitor the extent to which it affects student behavior?	How might you adapt and create new strategies for using behaviors associated with "withitness" that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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34. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher consistently and fairly applies consequences for not following rules and procedures.

Example Teacher Evidence

❒❒ Teacher reminds students of self-regulation strategies
❒❒ Teacher provides nonverbal signals when student behavior is not appropriate
- Eye contact
- Proximity
- Tap on the desk
- Shaking head "no"

❒❒ Teacher provides verbal signals when student behavior is not appropriate
- Tells students to stop
- Tells students that their behavior is in violation of a rule or procedure

❒❒ Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior)
❒❒ Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior)
❒❒ Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she has broken)

Example Student Evidence

❒❒ Students demonstrate use of self-regulation strategies
❒❒ Students cease inappropriate behavior when signaled by the teacher
❒❒ Students accept consequences as part of the way class is conducted
❒❒ Students describe the teacher as fair in application of rules

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Applying consequences for lack of adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Consistently and fairly applies consequences for not following rules and procedures.	Consistently and fairly applies consequences for not following rules and procedures and monitors the extent to which rules and procedures are followed.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Applying consequences for lack of adherence to rules and procedures	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you consistently and fairly apply consequences for not following rules and procedures?	In addition to consistently and fairly applying consequences for not following rules and procedures, how can you monitor the extent to which rules and procedures are followed?	How might you adapt and create new strategies for consistently and fairly applying consequences for not following rules and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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35. Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Example Teacher Evidence

- ❒❒ Teacher acknowledges when students use self-regulation strategies
- ❒❒ Teacher provides nonverbal signals that a rule or procedure has been followed
  - Smile
  - Nod of head
  - "High five"
- ❒❒ Teacher gives verbal cues that a rule or procedure has been followed
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to a rule or procedure
- ❒❒ Teacher notifies the home when a rule or procedure has been followed
- ❒❒ Teacher uses tangible recognition when a rule or procedure has been followed
  - Certificate of merit
  - Token economies

Example Student Evidence

- ❒❒ Students self-monitor and cease inappropriate behavior after receiving acknowledgement from the teacher
- ❒❒ Student verbal and nonverbal behaviors indicate appreciation of the teacher acknowledging their positive behavior
- ❒❒ Students describe the teacher as appreciative of their good behavior
- ❒❒ Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures
- ❒❒ The number of students adhering to rules and procedures increases

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Acknowledging adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Consistently and fairly acknowledges adherence to rules and procedures.	Consistently and fairly acknowledges adherence to rules and procedures and monitors the extent to which actions affect student behavior.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Acknowledging adherence to rules and procedures	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you consistently and fairly acknowledge adherence to rules and procedures?	In addition to consistently and fairly acknowledging adherence to rules and procedures, how can you monitor the extent to which actions affect student behavior?	How might you adapt and create new strategies for consistently and fairly acknowledging adherence to rules and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How well did you follow classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

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Design Question #8: What will I do to establish and maintain effective relationships with students?

36. Understanding Students' Interests and Backgrounds

The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.

Example Teacher Evidence

- ❒❒ Teacher relates content-specific knowledge to personal aspects of students' lives
- ❒❒ Teacher has side discussions with students about events in their lives
- ❒❒ Teacher has discussions with students about topics in which they are interested
- ❒❒ Teacher builds student interests into lessons
- ❒❒ Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

Example Student Evidence

- ❒❒ Students describe the teacher as someone who knows them and/or is interested in them
- ❒❒ Students respond when the teacher demonstrates understanding of their interests and backgrounds
- ❒❒ Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
- ❒❒ Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Understanding students' interests and backgrounds	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses students' interests and backgrounds during interactions with students.	Uses students' interests and backgrounds during interactions with students and monitors the climate of acceptance and community in the classroom.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Understanding students' interests and backgrounds	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use students' interests and backgrounds during interactions with students?	In addition to using students' interests and backgrounds during interactions with students, how can you monitor the climate of acceptance and community in the classroom?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

Example Teacher Evidence

- ❒❒ Teacher compliments students regarding academic and personal accomplishments
- ❒❒ Teacher compliments students regarding academic and personal accomplishments relative to their initiative
- ❒❒ Teacher engages in informal conversations with students that are not related to academics
- ❒❒ Teacher uses humor with students when appropriate
- ❒❒ Teacher smiles and nods to students when appropriate
- ❒❒ Teacher uses "high five"-type signals when appropriate
  - Pat on shoulder
  - Thumbs up
  - "High five"
  - Fist bump
  - Silent applause
- ❒❒ Teacher encourages students to share their thinking and perspectives

Example Student Evidence

- ❒❒ Students describe the teacher as someone who cares for them
- ❒❒ Students respond positively to verbal interactions with the teacher
- ❒❒ Students respond positively to nonverbal interactions with the teacher
- ❒❒ Students readily share their perspectives and thinking with the teacher

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate affection for students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.	Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative and monitors the quality of relationships in the classroom.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate affection for students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative?	In addition to using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, how can you monitor the quality of relationships in the classroom?	How might you adapt and create new strategies for using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

Example Teacher Evidence

- ❒❒ Teacher does not exhibit extremes in positive or negative emotions
- ❒❒ Teacher does not allow distractions to change the focus on academic rigor
- ❒❒ Teacher addresses inflammatory issues and events in a calm and controlled manner
- ❒❒ Teacher interacts with all students in the same calm and controlled fashion
- ❒❒ Teacher does not demonstrate personal offense at student misbehavior

Example Student Evidence

- ❒❒ Students describe the teacher as not becoming distracted by interruptions in the class
- ❒❒ Students are settled by the teacher's calm demeanor
- ❒❒ Students describe the teacher as in control of himself/herself and in control of the class
- ❒❒ Students say that the teacher does not hold grudges or take things personally

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Displaying objectivity and control	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Behaves in an objective and controlled manner.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Displaying objectivity and control	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you behave in an objective and controlled manner?	In addition to behaving in an objective and controlled manner, how can you monitor the effects on the classroom climate?	How might you adapt and create new strategies for behaving in an objective and controlled manner that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How accepted and welcomed did you feel in class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

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Design Question #9: What will I do to communicate high expectations for all students?

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.

Example Teacher Evidence

❒❒ The teacher provides low expectancy students with nonverbal indications that they are valued and respected
- Makes eye contact
- Smiles
- Makes appropriate physical contact

❒❒ The teacher provides low expectancy students with verbal indications that they are valued and respected
- Playful dialogue
- Addressing students in a manner they view as respectful

❒❒ Teacher does not allow negative comments about low expectancy students

❒❒ When asked, the teacher can identify students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students

❒❒ The teacher provides students with strategies to avoid negative thinking about one's thoughts and actions

Example Student Evidence

❒❒ Students say that the teacher cares for all students

❒❒ Students treat each other with respect

❒❒ Students avoid negative thinking about their thoughts and actions

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating value and respect for low expectancy students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.	Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content and monitors the impact on low expectancy students.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating value and respect for low expectancy students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content, how can you monitor the impact?	How might you adapt and create new strategies for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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40. Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Example Teacher Evidence

❒❒ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students

❒❒ Teacher makes sure low expectancy students are asked complex questions that require conclusions at the same rate as high expectancy students

Example Student Evidence

❒❒ Students say that the teacher expects everyone to participate

❒❒ Students say that the teacher asks difficult questions of every student

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Asking questions of low expectancy students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students and monitors the quality of participation of low expectancy students.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Asking questions of low expectancy students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation?	How might you adapt and create new strategies for asking questions of low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

Example Teacher Evidence

- ❒❒ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- ❒❒ Teacher probes low expectancy students to provide evidence of their conclusions
- ❒❒ Teacher asks low expectancy students to examine the sources of their evidence
- ❒❒ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time
- ❒❒ Teacher asks low expectancy students to further explain their answers when they are incorrect

Example Student Evidence

- ❒❒ Students say that the teacher won't "let you off the hook"
- ❒❒ Students say that the teacher "won't give up on you"
- ❒❒ Students say that the teacher helps them think about and analyze their incorrect answers
- ❒❒ Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Probing incorrect answers with low expectancy students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Probes incorrect answers of low expectancy students in the same manner as high expectancy students.	Probes incorrect answers of low expectancy students in the same manner as high expectancy students and monitors the level and quality of responses of low expectancy students.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Probing incorrect answers with low expectancy students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you probe incorrect answers of low expectancy students in the same manner as high expectancy students?	In addition to probing incorrect answers of low expectancy students in the same manner as high expectancy students, how can you monitor the level and quality of responses?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How does your teacher demonstrate that he/she cares about and respects you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

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Domain 2: Planning and Preparing

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success.

Planning and Preparing for Lessons and Units

42. Effective Scaffolding of Information within Lessons
Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.
Planning Evidence ❒❒ Content is organized to build upon previous information ❒❒ Presentation of content is logical and progresses from simple to complex ❒❒ Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units ❒❒ The plan anticipates potential confusions that students may experience
Teacher Evidence ❒❒ When asked, the teacher can describe the rationale for how the content is organized ❒❒ When asked, the teacher can describe the rationale for the sequence of instruction ❒❒ When asked, the teacher can describe how content is related to previous lessons, units or other content ❒❒ When asked, the teacher can describe possible confusions that may impact the lesson or unit

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Effective Scaffolding of Information within Lessons	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher scaffolds the information but the relationship between the content is not clear	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher is recognized leader in helping others with this activity

43. Lessons within Units
The teacher organizes lessons within units to progress toward a deep understanding of content.
Planning Evidence ❒❒ Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways ❒❒ Plans incorporate student choice and initiative ❒❒ Plans provide for extension of learning
Teacher Evidence ❒❒ When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content ❒❒ When asked, the teacher can describe how students will make choices and take initiative ❒❒ When asked, the teacher can describe how learning will be extended

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Lessons within Units	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher is a recognized leader in helping others with this activity

44. Attention to Established Content Standards
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.
Planning Evidence ❒❒ Lesson and unit plans include important content identified by the district (scope) ❒❒ Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district
Teacher Evidence ❒❒ When asked, the teacher can identify or reference the important content (scope) identified by the district ❒❒ When asked, the teacher can describe the sequence of the content to be taught as identified by the district

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Attention to Established Content Standards	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher is a recognized leader in helping others with this activity

Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources
The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.
Planning Evidence ❒❒ The plan outlines resources within the classroom that will be used to enhance students' understanding of the content ❒❒ The plan outlines resources within the school that will be used enhance students' understanding of the content ❒❒ The plan outlines resources within the community that will be used to enhance students' understanding of the content
Teacher Evidence ❒❒ When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content ❒❒ When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content ❒❒ When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Use of Available Traditional Resources	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher is a recognized leader in helping others with this activity

46. Use of Available Technology

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

Planning Evidence

❒❒ The plan identifies available technology that will be used:

- Interactive whiteboards
- Response systems
- Voting technologies
- One-to-one computers
- Social networking sites
- Blogs
- Wikis
- Discussion Boards

❒❒ The plan identifies how the technology will be used to enhance student learning

Teacher Evidence

❒❒ When asked, the teacher can describe the technology that will be used

❒❒ When asked, the teacher can articulate how the technology will be used to enhance student learning

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Use of Available Technology	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher is a recognized leader in helping others with this activity

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.
Planning Evidence ❒❒ The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson ❒❒ The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction
Teacher Evidence ❒❒ When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson ❒❒ When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Needs of English Language Learners	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher is a recognized leader in helping others with this activity

Planning and Preparing for Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education
The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.
Planning Evidence ❒❒ The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP)for a lesson ❒❒ The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction
Teacher Evidence ❒❒ When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson ❒❒ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Needs of Students Receiving Special Education	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher is a recognized leader in helping others with this activity

Planning and Preparing for Needs of Students Who Lack Support for Schooling

49. Needs of Students Who Lack Support for Schooling
The teacher identifies the needs of students who come from home environments that offer little support for schooling.
Planning Evidence ❒❒ The plan provides for the needs of students who come from home environments that offer little support for schooling ❒❒ When assigning homework, the teacher takes into consideration the students' family resources ❒❒ When communicating with the home, the teacher takes into consideration family and language resources
Teacher Evidence ❒❒ When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed ❒❒ When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework ❒❒ When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Needs of Students Who Lack Support for Schooling	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher is a recognized leader in helping others with this activity

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).
Teacher Evidence ❒❒ The teacher identifies specific areas of strengths and weaknesses within Domain 1 ❒❒ The teacher keeps track of specifically identified focus areas for improvement within Domain 1 ❒❒ The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1 ❒❒ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Identifying Areas of Pedagogical Strength and Weakness	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher is a recognized leader in helping others with this activity

51. Evaluating the Effectiveness of Individual Lessons and Units
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.
Teacher Evidence ❒❒ The teacher gathers and keeps records of his or her evaluations of individual lessons and units ❒❒ When asked, the teacher can explain the strengths and weaknesses of specific lessons and units ❒❒ When asked, the teacher can explain the alignment of the assessment tasks and the learning goals ❒❒ When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Evaluating the Effectiveness of Individual Lessons and Units	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher is a recognized leader in helping others with this activity

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.
Teacher Evidence ❒❒ The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) ❒❒ The teacher provides a written analysis of specific causes of success or difficulty ❒❒ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher is a recognized leader in helping others with this activity

Developing and Implementing a Professional Growth Plan

53. Developing a Written Growth and Development Plan
The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.
Teacher Evidence ❒❒ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources ❒❒ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Developing a Written Growth and Development Plan	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher is a recognized leader in helping others with this activity

54. Monitoring Progress Relative to the Professional Growth and Development Plan
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.
Teacher Evidence ❒❒ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, Student Interviews, peer, self and observer feedback) ❒❒ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, Student Interviews, peer, self and observer feedback)

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Monitoring Progress Relative to the Professional Growth and Development Plan	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed	The teacher is a recognized leader in helping others with this activity

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

55. Promoting Positive Interactions with Colleagues
The teacher interacts with other teachers in a positive manner to promote and support student learning.
Teacher Evidence ❒❒ The teacher works cooperatively with appropriate school personnel to address issues that impact student learning ❒❒ The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust ❒❒ The teacher accesses available expertise and resources to support students' learning needs ❒❒ When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning ❒❒ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Promoting Positive Interactions with Colleagues	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher is a recognized leader in helping others with this activity

56. Promoting Positive Interactions about Students and Parents
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.
Teacher Evidence ❒❒ The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust ❒❒ The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns ❒❒ The teacher encourages parent involvement in classroom and school activities ❒❒ The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families ❒❒ The teacher uses multiple means and modalities to communicate with families ❒❒ The teacher responds to requests for support, assistance and/or clarification promptly ❒❒ The teacher respects and maintains confidentiality of student/family information ❒❒ When asked, the teacher can describe instances when he or she interacted positively with students and parents ❒❒ When asked, students and parents can describe how the teacher interacted positively with them ❒❒ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Promoting Positive Interactions about Students and Parents	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher is a recognized leader in helping others with this activity

Promoting Exchange of Ideas and Strategies

57. Seeking Mentorship for Areas of Need or Interest
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors**.**
Teacher Evidence ❒❒ The teacher keeps track of specific situations during which he or she has sought mentorship from others ❒❒ The teacher actively seeks help and input in Professional Learning Community meetings ❒❒ The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction ❒❒ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Seeking Mentorship for Areas of Need or Interest	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher is a recognized leader in helping others with this activity

58. Mentoring Other Teachers and Sharing Ideas and Strategies
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.
Teacher Evidence ❒❒ The teacher keeps tracks of specific situations during which he or she mentored other teachers ❒❒ The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways ❒❒ The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors ❒❒ When asked, the teacher can describe specific situations in which he or she has mentored colleagues

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Mentoring Other Teachers and Sharing Ideas and Strategies	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher is a recognized leader in helping others with this activity

Promoting District and School Development

59. Adhering to District and School Rules and Procedures
The teacher is aware of the district's and school's rules and procedures and adheres to them.
Teacher Evidence ❒❒ The teacher performs assigned duties ❒❒ The teacher follows policies, regulations and procedures ❒❒ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records) ❒❒ The teacher fulfills responsibilities in a timely manner ❒❒ The teacher understands legal issues related to students and families ❒❒ The teacher demonstrates personal integrity ❒❒ The teacher keeps track of specific situations in which he or she adheres to rules and procedures

Scale

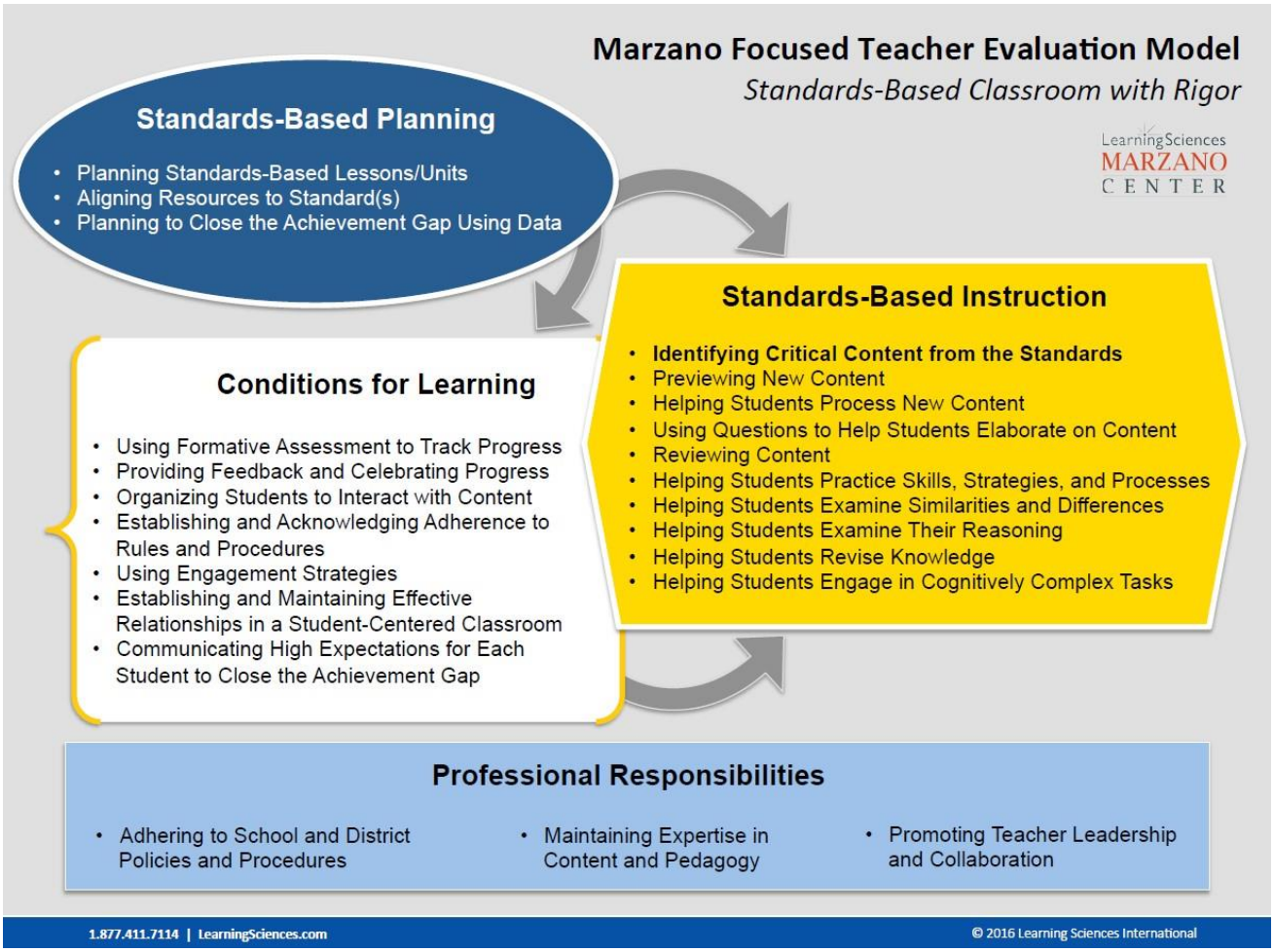
	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Adhering to District and School Rules and Procedures	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is a recognized leader in helping others with this activity

60. Participating in District and School Initiatives
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.
Teacher Evidence ❒❒ The teacher participates in school activities and events as appropriate to support students and families ❒❒ The teacher serves on school and district committees ❒❒ The teacher participates in staff development opportunities ❒❒ The teacher works to achieve school and district improvement goals ❒❒ The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives ❒❒ When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Participating in District and School Initiatives	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	The teacher is a recognized leader in helping others with this activity

FTEM – Classroom



Planning Standards-Based Lessons/Units

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

Desired Effect: Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets that may be embedded in a performance scale.

Planning Evidence

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

Example Implementation Evidence

- ❒ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ❒ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ❒ Planned and completed student assignments/work require practice with complex text and its academic language
- ❒ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ❒ Planned and completed student assignments/work demonstrate grounding in real-world application
- ❒ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ❒ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ❒ Planned and completed student assignments/work demonstrate how ELL strategies have been addressed in the lesson/unit
- ❒ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ❒ 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)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to plan rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning *and* provides evidence of implementing lessons/ units plans aligned to grade level standard(s) using learning targets.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets *and* the impacts on student learning.

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Aligning Resources to Standard(s}

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

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

Planning Evidence

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

Example Implementation Evidence

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards- based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards- based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

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Planning to Close the Achievement Gap Using Data (Data obtained through student monitoring.)

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

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

Planning Evidence

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

Example Implementation Evidence

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

Needed	Emergent	Proficient	Accomplished	Exemplary
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 (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

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Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson. (The learning targets may be embedded within a performance Scale.)

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a Scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or Scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content
- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique s)

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets 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 to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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Previewing New Content

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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Using Questions to Help Students Elaborate on Content

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.
Example Teacher Instructional Techniques (Check any technique used in the lesson) ☐ Begin lesson with a brief review of previously taught content ☐ Use a scaffolding process to systematically show the cumulative nature of the content ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another • Brief summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise • Warm-up activity ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes
Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson) ☐ Use a Group Activity to monitor that students know the previously taught critical content ☐ Use Student Work (Recording and Representing) to monitor that students know the previously taught critical content ☐ Use Response Methods to monitor that students know the previously taught critical content ☐ Use Questioning Sequences to monitor that students know the previously taught critical content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring techniques) ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another ☐ Summarize the cumulative nature of the content ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities) ☐ Explain previously taught concepts ☐ Demonstrate increased fluency and/or accuracy of previously taught processes
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning ☐ Reteach or use a new teacher technique ☐ Reorganize groups ☐ Utilize peer resources ☐ Modify task ☐ Provide additional resources

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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Helping Students Practice Skills, Strategies, and Processes

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently

Guide students to generate and manipulate mental models for skills, strategies, and processes

Employ "worked examples" or exemplars

- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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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.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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Helping Students Examine Their Reasoning

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

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

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

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

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

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

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Helping Students Revise Knowledge

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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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: Formative data demonstrates students can use evidence to prove or disprove the proposition, theory, or hypothesis.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

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

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

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

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

Utilize different coaching/facilitation techniques

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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Using Formative Assessment to Track Progress -(Formative assessment refers to data obtained via monitoring.)

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 that may be embedded in the performance scale.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- ☐ Ask students to explain their progress toward the learning target
- ☐ Ask students to provide evidence of their progress toward the learning target
- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance Scale
- ☐ Use formative assessment that reflects awareness of cultural differences represented in the classroom

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.)

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Describe their status relative to learning targets using the Scale (e.g. exit ticket, summary, etc.)
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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Providing Feedback and Celebrating Progress

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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Organizing Students to Interact with Content

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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Establishing and Acknowledging Adherence to Rules and Procedures

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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Using Engagement Strategies

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

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Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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Communicating High Expectations for Each Student to Close the Achievement Gap

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Probe each student to further explain their answers when they are incorrect
Require perseverance and productive struggle in solving problems and overcoming obstacles

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

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

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

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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Adhering to School/District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

Example Teacher Evidence

- Performs assigned duties
- Fulfills responsibilities in a timely manner
- Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)
- Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
- Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.)
- Maintains confidentiality of colleagues, students, and families
- Advocates for equality for each student
- Demonstrates personal integrity and ethics
- Uses social media appropriately

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

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Maintaining Expertise in Content and Pedagogy

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

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

Example Teacher Evidence

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* provides evidence of Proficient expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

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Promoting Teacher Leadership and Collaboration

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

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

Example Teacher Evidence

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

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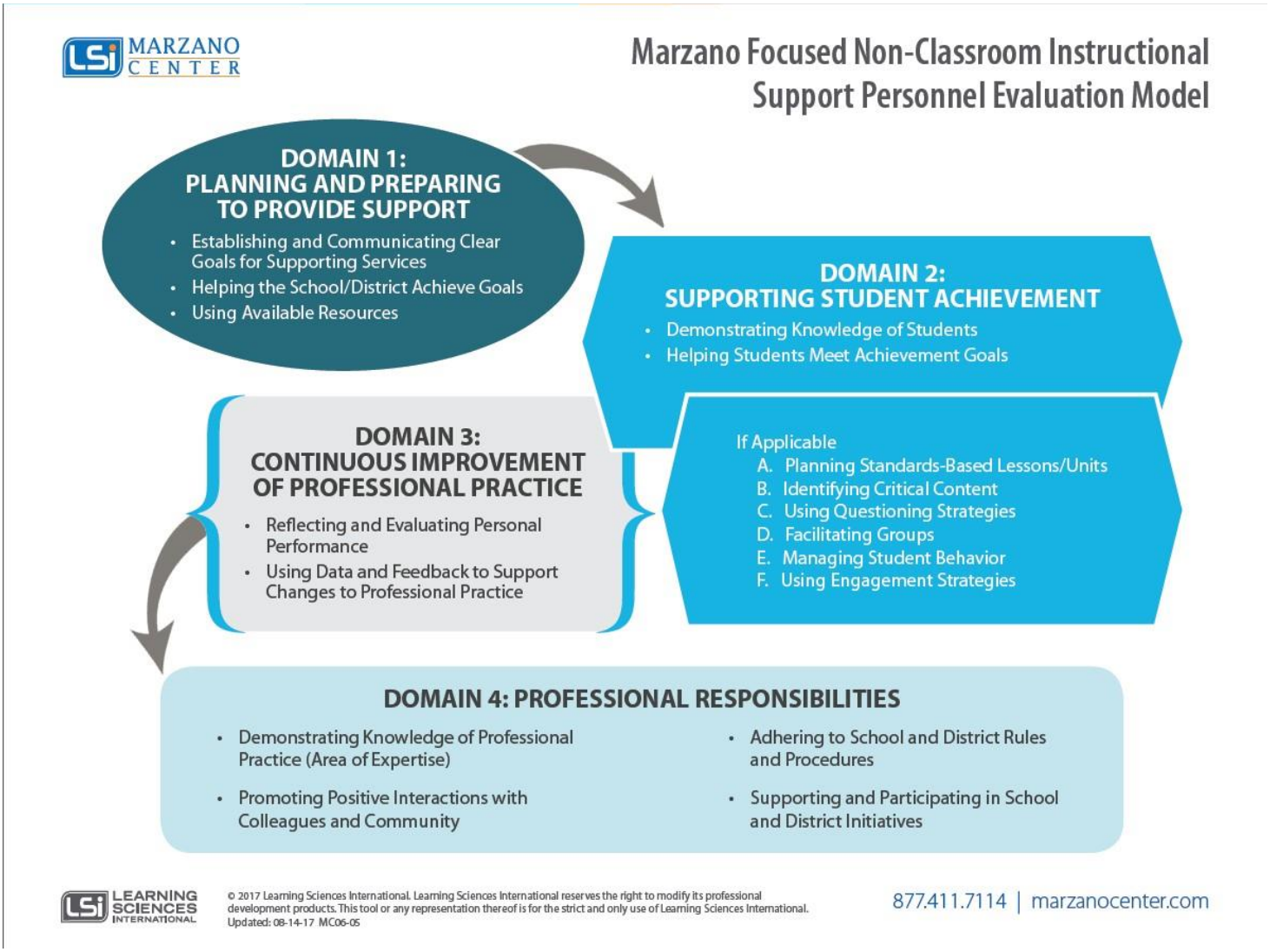
Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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



Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Desired Effect: School/district knows the supporting services provided by the instructional support member.
Example Instructional Support Member Evidence (Check any evidences demonstrated) ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals ☐ Communicates goals to appropriate school or district personnel ☐ References and updates goals and plan for support throughout the year ☐ Goals confirm knowledge consistent with professional area of responsibility ☐ Supporting services demonstrate knowledge of human growth and development ☐ Data are used in the planning and goal setting process ☐ Elicits input from school regarding needed services and support ☐ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services
Example Implementation Evidence ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district ☐ Explains how goals support and align with school and/or district goals. ☐ Explains how data were used to establish goals ☐ Explains how their actions and/or activities relate to the goals ☐ Artifacts support clear communication of goals

Student is generically used to represent anyone the Instructional Support Member is supporting, including: Pre K- 12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *and* monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

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Helping the School/District Achieve Goals
Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.
Desired Effect: Instructional support member helps the school/district achieve goals.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Demonstrates knowledge of school/district goals ☐ Goals to provide services align with and support the school/district goals ☐ Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in committees, working with student groups, advising, etc.) ☐ Maintains accurate records of support provided that help the school/district achieve goals ☐ Provides accurate and relevant input to support the school/district
Example Implementation Evidence ☐ Artifacts reveal the instructional support member helped individual or groups of students achieve goals ☐ Artifacts reveal the instructional support member achieved goals to provide supporting services ☐ Artifacts confirm the instructional support member helped the school/district achieve goals ☐ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals *and* monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

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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.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Resources are identified and reflected in planning documents ☐ Resources are used to enhance the implementation of goals for supporting services ☐ Technology resources are identified within plans, as appropriate, to support implementation of supporting services ☐ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals ☐ Data are used as a resource when planning support ☐ Resources are used appropriately to support the school/district ☐ Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)
Example Implementation Evidence ☐ Identifies resources implemented within the school community that enhance supporting services ☐ Artifacts show the use of available resources provided support for the school ☐ Data substantiates the use of resources in implementing goals for support services and/or instructional activities ☐ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities ☐ Artifacts demonstrate the use of technology enhanced supporting services

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Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district *and* monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

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Domain 2: Supporting Student Achievement

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.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Identifies students with unique needs ☐ Communicates expectation for each student to be successful ☐ Advocates for students who need accommodations and/or modifications to the curriculum ☐ Seeks appropriate services to help students with unique needs ☐ Identifies families to assist with learning how to plan and advocate for their student ☐ Collaborates with other school personnel to help students with unique needs to meet achievement goals ☐ Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds ☐ Extinguishes negative comments about students with unique needs, interests, and/or backgrounds ☐ Demonstrates knowledge of human growth and development ☐ Recognizes and addresses student needs and interests during interactions ☐ Identifies equity issues for students (when appropriate) ☐ Helps students learn how to become self-advocates
Example Implementation Evidence ☐ Provides appropriate services to help students with unique needs ☐ Assists families in learning to plan and advocate for their student ☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs ☐ Artifacts support identification of students who need special assistance ☐ Explains how accommodations and/or modifications help address the unique needs of students ☐ Artifacts demonstrate support of individual students to meet achievement goals ☐ Artifacts reveal that students receive appropriate modifications or accommodations ☐ Actively addresses equity issues for students (when appropriate) ☐ Students identify the instructional support member as one who advocates for them ☐ Artifacts demonstrate students act as self-advocates ☐ Explains how knowledge of the unique needs of students helps support students in achievement of their goals

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of the unique needs of students in the school/district.	Demonstrates knowledge of the unique needs of students in the school/district *and* monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

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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.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Identifies students who need help meeting achievement goals ☐ Advocates for students who need assistance gaining access to critical curriculum ☐ Provides plans and/or artifacts of helping remove barriers for the benefit of students ☐ Assists families in learning how to plan and advocate for their student ☐ Assists families in learning to identify the barriers ☐ Collaborates with other school personnel to help students meet achievement goals ☐ Behaviors indicate value and respect for students who may have barriers to achieving goals ☐ Extinguishes negative comments about students who have barriers to achieving goals ☐ Sets high expectations for each student ☐ Communicates with families about how to help their students remove barriers
Example Implementation Evidence ☐ Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers ☐ Artifacts support identification of students who received help meeting their achievement goals ☐ Explains how removing barriers helped students meet achievement goals ☐ Explains how removing barriers helped individual students gain equal access to critical curriculum ☐ Artifacts reveal students have equal access to critical curriculum ☐ Students identify the instructional support member as one who advocates for them by helping remove barriers ☐ Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *and* monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

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Optional for Instructional Positions

A. Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets that demonstrates a progression of learning. A performance Scale may be utilized.

Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets.

Planning Evidence

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

Example Standards Implementation Evidence

- Lesson plans align to grade level standard(s) with targets and use a performance Scale
- Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- Planned and completed student assignments/work require practice with complex text and its academic language
- Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- Planned and completed student assignments/work demonstrate grounding in real-world application
- Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how ELL strategies have been addressed in the lesson/unit
- Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets that demonstrate a progression of learning.	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 *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance Scale *and* the impacts on student learning.

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B. Identifying Critical Content

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.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Begins the lesson or activity by explaining why upcoming content is important
- ☐ Accurately identifies critical content
- ☐ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- ☐ Cues the importance of upcoming content in some direct and/or indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement
  - Marker technique

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

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

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Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence.

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C. Using Questioning Strategies

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.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

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

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Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

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D. Facilitating Groups

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.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- Establishes routines for student grouping and interaction for the expressed purpose of processing content
- Provides guidance regarding group interactions and critiquing the reasoning of others
- Provides guidance on one or more cognitive skills appropriate for the lesson
- Utilizes assignments or tasks at the appropriate taxonomy level of content
- Provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution

Organizes students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)

! Uses various group processes and activities to reflect the taxonomy level of the learning targets

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

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

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Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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E. Managing Student Behavior

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

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

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

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

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Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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F. Using Engagement Strategies

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.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: Pre K- 12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

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Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance
Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Uses a reflection process for analysis of specific strengths and weaknesses ☐ Keeps track of specifically identified focus areas for improvement ☐ Identifies and keeps track of specific areas identified based on individual interest ☐ Describes how specific areas for improvement are identified ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility ☐ Provides a written analysis of specific causes of success or difficulty ☐ Explains the differential effects of specific strategies and behaviors that yield results ☐ Exhibits characteristics of a growth mindset

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors *and* identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

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Using Data and Feedback to Support Changes to Professional Practice
Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.
Desired Effect: Instructional support member demonstrates professional growth.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources ☐ Identifies the data and feedback used to develop a professional growth plan ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback) ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence ☐ Charts progress toward professional growth plan goals and supports by evidence ☐ Seeks mentorship from experts in area of professional responsibility ☐ Seeks innovative ways to improve professional practice

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress *and* demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

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Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)
Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Participates in professional development opportunities ☐ Demonstrates knowledge of processes and protocols associated with professional area of expertise ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise ☐ Keeps record of specific situations during which he/she mentored other instructional support members ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors ☐ Leads or facilitates professional development activities ☐ Disseminates information in an accurate manner ☐ Provides accessibility for professional services to students and school ☐ Describes specific situations in which he/she has mentored colleagues to share expertise ☐ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise *and* is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

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

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *and* result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

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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.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Performs assigned duties ☐ Follows policies, regulations, and procedures ☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records) ☐ Fulfills responsibilities in a timely manner ☐ Demonstrates understanding of legal issues related to students and families ☐ Demonstrates personal integrity ☐ Ensures privacy and confidentiality ☐ Documents specific situations in which he/she adheres to rules and procedures ☐ Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position

Student is generically used to represent anyone the Instructional Support Member is supporting, including: Pre K- 12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules *and* self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

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Supporting and Participating in School and District Initiatives
Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.
Desired Effect: Instructional support member actively supports and participates in school and district initiatives.
Example Instructional Support Member Evidence (Check any evidence demonstrated) □ Participates in school activities and events as appropriate to support students and the school community □ Serves on school and district committees □ Participates in professional development opportunities □ Works to achieve school and district improvement goals □ Provides record of specific situations in which he/she has participated in school and/or district initiatives □ Describes or shows evidence of participation in school and/or district initiatives □ Exhibits characteristics of a growth mindset

Student is generically used to represent anyone the Instructional Support Member is supporting, including: Pre K- 12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility *and* actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

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Appendix D – Student Performance Measures

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

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Fourth – Tenth Grade (4-10) FSA ELA	FSA ELA	Growth Model
Fourth – Eighth Grade (4-8) FSA Math	FSA Math	Growth Model
Fourth – Tenth Grade (4-10) Non-FSA	FSA ELA	Growth Model
Third Grade (3)	FSA	Growth Model
Second Grade (2)	End-of-year Primary Reading Test (PRT)	Growth Model
First Grade (1)	End-of-year Primary Reading Test (PRT)	Growth Model
Pre-Kindergarten (PK)	Letter Names, Letter Sounds and Concepts of Print	Growth Model
Kindergarten (K)	Letter Names, Letter Sounds and Concepts of Print	Growth Model
ESE	FSAA	Growth Model
Algebra I	Algebra I EOC	Growth Model
Eighth (8) Grade FCAT Science	FCAT Science	Growth Model
Civics	Civics EOC	Growth Model
Biology	Biology EOC	Growth Model
Geometry	Geometry EOC	Growth Model
U.S. History	US History EOC	Growth Model
Advanced Placement (AP)	AP Test	Growth Model
International Baccalaureate (IB)	IB Test	Growth Model
Remaining Classroom Teachers	SAT, ACT, State and/or Local Assessments	Growth Model or School Grade or School Improvement Rating
Non-Classroom Teachers (with assigned students – All Levels)	FSA	Growth Model
Non-Classroom Teachers (whole school or district-wide responsibility – All Levels)	FSA and State EOCs	Growth Model or School Grade or School Improvement Rating

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Appendix E – Summative Evaluation Forms

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

Legacy – Classroom

Final Evaluation for [redacted] https://www.effectiveeducators.com/evaluation/show/599447ebe4...

Final Evaluation for [redacted] *Finished*

Learner: [redacted]
Evaluator: Building Administrator
Evaluation Category: Category C
Observation Period: Aug 24, 2017 to May 11, 2018 America/New_York
Date Submitted: Aug 9, 2018
Learner UUID: [redacted]
Buildings: [redacted]

Final Score: 3.333 - Effective

Instructional Practice	Deliberate Practice/Growth Plans	Student Data
50.0%	15.0%	35.0%
3.321	4.0	3.067
Effective	Highly Effective	Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Walkthrough	Oct 23, 2017 9:12:28 AM	Domain 1: Classroom Strategies and Behaviors (v3) 2014	[redacted]
No	Standard	Informal	Oct 27, 2017 8:14:28 AM	Domain 1: Classroom Strategies and Behaviors (v3) 2014	[redacted]
No	Standard	Walkthrough	Oct 27, 2017 2:07:50 PM	Domain 1: Classroom Strategies and Behaviors (v3) 2014	[redacted]
No	Standard	Meeting	Apr 6, 2018 8:08:18 AM	Broward - Domains 2-4	[redacted]
No	Standard	Formal	Apr 6, 2018 1:10:38 PM	Domain 1: Classroom Strategies and Behaviors (v3) 2014	[redacted]
No	Standard	Walkthrough	Apr 23, 2018 10:52:02 AM	Broward - Domains 2-4	[redacted]

Final Score Scale

Range: 1.0 - 4.0

1 of 4

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.4 - 4.0	2.5 - 3.399	2.0 - 2.499	1.0 - 1.999

Instructional Practice: 3.321 - Effective

Instructional Practice Scale

Weight: 50.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Domain 1: Classroom Strategies and Behaviors (v3) 2014

Score: 3.316 - Effective Weight: 68.0%

Scale	Count
Level 4.0 (Innovating)	6 (31.58%)
Level 3.0 (Applying)	13 (68.42%)
Level 2.75 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.25 (Not Using)	0 (0.0%)
Total Count:	19

Domains 2, 3, and 4

Score: 3.333 - Effective Weight: 32.0%

Scale	Count
Level 4.0 (Innovating)	4 (33.33%)
Level 3.0 (Applying)	8 (66.67%)
Level 2.75 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.25 (Not Using)	0 (0.0%)
Total Count:	12

Deliberate Practice/Growth Plans: 4.0 - Highly Effective

Deliberate Practice/Growth Plans Scale

Weight: 15.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	4.0 - 4.0	3.0 - 3.0	2.0 - 2.0	1.0 - 1.0
Value	4.0	3.0	2.0	1.0

Deliberate Practice/Growth Plans

Weight: 15.0%

4.0

Highly Effective

Student Data: 3.067 - Effective

Student Data Scale

Weight: 35.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Student Data

Weight: 35.0%

3.067

Effective

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures

This evaluation was finished by **Building Administrator** on **Aug 9, 2018 2:20:42 PM**.

[redacted] acknowledged this evaluation on Oct 29, 2018 10:08:08 AM.

Additional Acknowledgment

[redacted] acknowledged receiving the Final Score rating **3.266 - Effective** on Oct 29, 2018 10:08:08 AM.

☐ The final evaluation was reviewed and the employee has elected not to acknowledge acceptance of the evaluation results. A copy of the evaluation has been provided to the employee.

_____
Administrator

_____
Date

_____
Witness

_____
Date

Evaluator Signature: **Date:**

_____ _____

Learner Signature: **Date:**

_____ _____

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FTEM – Classroom

Evaluation for [redacted]

Evaluation for [redacted]

In Progress

Learner: [redacted]

Evaluation Category: Classroom FTEM

Observation Period: Aug 22, 2019 to May 8, 2020 America/New_York

Learner UUID: [redacted]

Buildings: [redacted]

Final Score: 3.55 Highly Effective

Instructional Practice 50.0%	Deliberate Practice 15.0%	Student Performance 35.0%
3.8	4.0	3.0
Highly Effective	Highly Effective	Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Feedback	Oct 18, 2019 10:16:11 AM	Classroom FTEM v2017	[redacted]
No	Standard	Formal	Nov 4, 2019 8:33:32 AM	Classroom FTEM v2017	[redacted]

Frequency Requirements	
Classroom FTEM v2017	Formal, expected 1, actual 1

Final Score Scale

Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.4 - 4.0	2.5 - 3.399	2.0 - 2.499	1.0 - 1.999

Instructional Practice: 3.8 - Highly Effective

Instructional Practice Scale

Weight: 50.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Classroom FTEM v2017

Score: 3.8 - Highly Effective

Weight: 100.0%

Scale	Count
Level 4.0 (Exemplary)	11 (73.33%)
Level 3.25 (Accomplished)	4 (26.67%)
Level 2.75 (Proficient)	0 (0.0%)
Level 2.0 (Emergent)	0 (0.0%)
Level 1.25 (Needed)	0 (0.0%)
Total Count:	15

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LEARNING AND PERFORMANCE MANAGEMENT

Evaluation for [redacted]

Deliberate Practice: 4.0

Deliberate Practice Scale

Weight: 15.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	4.0 - 4.0	3.0 - 3.0	2.0 - 2.0	1.0 - 1.0
Value	4.0	3.0	2.0	1.0

Deliberate Practice

Weight: 15.0%

4.0

Student Performance: 3.0

Student Performance Scale

Weight: 35.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Student Performance

Weight: 35.0%

3.0

Overall Evaluation Comments

Comments

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

FTEM – Non Classroom

Evaluation for [redacted] *In Progress*

Learner: [redacted]

Evaluation Category: Category NC

Observation Period: Aug 23, 2018 to May 13, 2019 America/New_York

Learner UUID: [redacted]

Buildings: [redacted]

Final Score: 3.498 - Highly Effective

Instructional Practice	Deliberate Practice/Growth Plans	Student Growth
50.0%	15.0%	35.0%
3.969	**4.0**	**3.0**
Highly Effective	Highly Effective	Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	FORMAL	Feb 6, 2019 2:33:41 PM	Non-classroom FTEM v2017	[redacted]
No	Standard	FORMAL	Feb 6, 2019 2:36:38 PM	Non-classroom FTEM v2017	[redacted]
No	Standard	FORMAL	Feb 7, 2019 1:31:35 PM	Non-classroom FTEM v2017	[redacted]
No	Standard	MEETING	Mar 15, 2019 10:38:38 AM	Non-classroom FTEM v2017	[redacted]
No	Standard	MEETING	Mar 15, 2019 10:46:21 AM	Non-classroom FTEM v2017	[redacted]
No	Standard	MEETING	Apr 30, 2019 3:34:12 PM	Non-classroom FTEM v2017	[redacted]

Final Score Scale

Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.4 - 4.0	2.5 - 3.399	2.0 - 2.499	0.0 - 1.999

Instructional Practice: 3.969 - Highly Effective

Instructional Practice Scale

Weight: 50.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Non-classroom FTEM

Score: 3.969 - Highly Effective **Weight:** 100.0%

Scale	Count
Level 4.0 (Exemplary)	23 (95.83%)
Level 3.25 (Accomplished)	1 (4.17%)
Level 2.75 (Proficient)	0 (0.0%)
Level 2.0 (Emergent)	0 (0.0%)
Level 1.25 (Needed)	0 (0.0%)
Total Count:	**24**

Override Score

Deliberate Practice/Growth Plans: 4.0 - Highly Effective

Deliberate Practice/Growth Plans Scale

Weight: 15.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	4.0 - 4.0	3.0 - 3.0	2.0 - 2.0	1.0 - 1.0

Value	4.0	3.0	2.0	1.0

Deliberate Practice/Growth Plans Weight: 15.0%

4.0

Highly Effective

Student Growth: N/A

Student Growth Scale Weight: 35.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Student Growth Weight: 35.0%

N/A

Overall Evaluation Comments

Comments