SDIRC TEACHER EVALUATION PROCEDURES MANUAL 2021-2022

Effective Date: August 2021
Form IEST-2018
Rule 6A-5.030

Purpose

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

Instructions

Each of the sections within the evaluation system template provides specific instructions and 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

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 School District of Indian River County's (SDIRC) Teacher Evaluation Program (TEP) Procedures Manual details the procedures for the instructional personnel evaluation system addressing the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). Instructional personnel receive an annual summative evaluation based on a combination of observational data (Instructional Practice Score [IPS]) and student performance data (Student Performance Score [SPS]). Deliberate practice is also a component of the evaluation. The purpose of the teacher evaluation system is to increase student learning performance by improving the quality of instructional, administrative, and supervisory service.

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.

A. System Framework

- [x] The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- [x] 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.
- [x] 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.

B. Training

- [x] 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 procedure.

C. Data Inclusion and Reporting

- [x] The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

- [x] 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.

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

D. Evaluator Procedures

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

- [x] 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.

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

- [x] 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, if unsatisfactory after formal evaluation.
  - 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.

E. 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.

F. 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.

G. 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

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	Annually	Annual review, Board approval process, preschool activities and training, manual posted on website.
Newly Hired Classroom Teachers	Annually	Annual review, new teacher orientation, preschool activities and training, manual posted on website.
Late Hires	Annually	Annual review, New Teacher Orientation, as-hoc training, manual posted on website

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 Practice Score

The Instructional Practice Score (IPS) is derived from evidence collected through informal observations, formal observations, and evaluation conferences. The below table articulates the frequency and timing for these observations:

Teacher Categories

- ***Category I teacher:*** first three (3) years of hire within the District
- ***Category II teacher:*** any MBU not a Category I teacher

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers – Category II			
Category II	2 Formal 2 Informal or 1 Formal 3 Informal	Complete 1 formal and 1 informal by the end of first semester Complete 1 formal and 1 informal by the end of second semester OR Complete 2 informal by the end of second semester by May 15th *MOU may request additional formal.	All Observations are recorded in iObservation and immediately accessible to the teacher.
Classroom and Non-Classroom Teachers- Category I			
Category I hired before the beginning of the school year	2 Formal 4 Informal	Formal: At least 1 per **semester** Informal: At least 1 per **quarter**	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category I hired after 1st Quarter	2 Formal 3 informal	Formal: At least 1 per **semester** Informal: At least 1 per **quarter**	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category I hired after 1st Semester	1 Formal 2 informal	Formal: At least 1 per **semester** Informal: At least 1 per **quarter**	All Observations are recorded in iObservation and immediately accessible to the teacher

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.*

For newly-hired beginning teachers, their first evaluation score is calculated at the midpoint of the year (no later than February 1, 2022). This is based on the teacher's Student Learning Objectives and is comprised of one-third Instructional Score, one-third Deliberate Practice Score, and one-third Student Performance Score. This first evaluation score for newly-hired teachers will be communicated to teacher within ten (10) days of meeting with administrator.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers (Category II)			
Hired before the beginning of the school year	1	Their overall evaluation is broken up into three parts: Summative I ratings by May 15th each year including the IPS and Deliberate Practice score and receive their Summative II ratings around October of the following year when/or SLO outcome data is released.	Summative evaluations results are shared with teachers by May 15th of each year for their Professional Practices rating and October of their following year for their Summative II ratings. The Summative II rating is the teacher's final evaluation that consists of all elements within our evaluation system and is what is used to calculate Pay for Performance incentives.
Hired after the beginning of the school year	1	Same as above	Same as above
Newly Hired Classroom Teachers (Category I)			
Hired before the beginning of the school year	2	Their overall evaluation is broken up into three parts: Summative I ratings by May 15th each year including the IPS and Deliberate Practice score and receive their Summative II ratings around October of the following year when/or SLO outcome data is released.	Summative evaluations results are shared with teachers by May 15th of each year for their Professional Practices rating and October of their following year for their Summative II ratings. The Summative II rating is the teacher's final evaluation that consists of all elements within our evaluation system and is what is used to calculate Pay for Performance incentives.
Hired after the beginning of the school year	2	Same as above	Same as above

Part IV: Evaluation Criteria

A. Instructional Practice

Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In the School District of Indian River County, the instructional practice accounts for one-third (33.33%) of the instructional performance evaluation.
Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

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

In August 2020, the School District of Indian River County and Indian River County Education Association approved an update from the Marzano Teacher Evaluation Model to the Marzano Focused Teacher Evaluation Model.

Calculation of Instructional Practice (IP) Score:

Calculation of the evaluation results uses all ratings collected in formal and informal observations conducted throughout the school year. For classroom teachers, the data collected is specified in SDIRC Framework for Quality Instruction through iObservation. For non-classroom teachers (NCT) the data collected is specified in iObservation. For both classroom and non-classroom teachers all ratings are input in the iObservation System. iObservation then calculates the IP Static score and converts it to one of four ratings as required by 1012.34 F.S. Ratings are Unsatisfactory, Needs Improvement/Developing, Effective and Highly Effective. The rubric used for this calculation is provided below.

Rubrics and Weighting:

To calculate the final IPS for an MBU, all element scores will be numerically averaged across all domains to obtain a single element score. This final score will be applied to the below table to obtain a final IPS Rating:

Minimum IPS Score	IPS Final Rating
3.2	Highly Effective
2.4	Effective
1.5	Needs Improvement/Developing
0.0	Unsatisfactory

<table>
<tr><th colspan="3">Marzano Observation
Implementation</th></tr>
<tr><td>Formal</td><td>• 30-55 minutes
• Must be scheduled between the teacher and their observer for a specific date and time.
• Pre-Conference must be a face-to-face (in person or virtual) meeting.
• Post-Conference must be a face-to- face (in person or virtual) meeting.</td><td rowspan="3">• Specific written recommendations for improvement must be provided through the observations instrument in iObservation within 10 days of the observation occurring.
• Observations taking place immediately before or after the Thanksgiving, winter and spring breaks are strongly discouraged.
• Teachers can be observed delivering live instruction during a face-to-face or distance learning (Canvas or teams) lesson. Recordings of lessons may only be used for evaluative purposes with expressed permission of the teacher.</td></tr>
<tr><td>Informal</td><td>• 10-20 minutes.
• May be announced or unannounced.</td></tr>
<tr><td>Walkthroughs</td><td>• Shall not be used for evaluative purposes.</td></tr>
<tr><td>Data Marks</td><td colspan="2">• All 23 Elements are NOT required to be observed or scored in one observation, however using the FEAPS crosswalk, evaluating administrators will need to ensure all the FEAPS are observed through the course of the academic year.
• Dominant Elements should be the focus during an observation.</td></tr>
</table>

B. Other Indicators of Performance

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 the School District of Indian River County, Deliberate Practice will account for one-third (33.33%) of the overall evaluation.

Additional Performance Indicators:

The District uses a Deliberate Practice as an additional performance indicator. Deliberate Practice applies to all classroom and non-classroom teachers. Deliberate Practice requires the evaluated staff and supervisor to jointly identify individualized goal for instructional growth, using the iObservation system. At the beginning of each school year, they will select 1 Marzano target element identified for improvement and professional development based upon the teacher's self- assessment and collaborative agreement of the supervisor and teacher or non-classroom teacher.

Step-by-step calculation for determining additional performance indicators:

Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

The Deliberate Practice process is completed by all teachers through the iObservation platform Teachers choose one area of focus (Target Element) from the SDIRC Marzano Targeted Instruction for which they will work on professionally that year. Teachers also use iObservation to track their growth progress throughout the year. The teachers' supervisor(s) will begin observing the selected Target Element when they are in the teacher's classroom for observations.

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

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	Developing	Beginning/ Not Using

C. Performance of Students

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 the School District of Indian River County, performance of students accounts for one-third (33.33%) of the instructional personnel performance evaluation.

Step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel:

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

Beginning in the year 2021-2022, all evaluations will include that year's data. Each subsequent year will add data to the model until the rating is based on up to three years.

Score	Categorical Score	Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/ Developing	2
1	Unsatisfactory	1

Student Performance Score:

The Student Performance Measure comprises 33.3% of all teachers' evaluations in the School District of Indian River County, whether newly-hired or continuing with the district. The source of this student performance measure is derived from teacher-created Student Learning Objectives. Each teacher's Student Learning Objectives will vary based on the matched and qualified students assigned to the teacher in relation to subject and grade level taught. Student Learning Objectives are derived from data based on proficiency and/or growth measures for state, national and international assessments, or proficiency rates and/or growth data based on district, curricular, or teacher assessments. The teacher (MBU) and his/her evaluator will mutually agree on SLO and data to be used. The overall student performance score will include SLO data for the last 3 years including the current year and the two years immediately preceding the current year. If less than the three most recent years of data is available, then those available will be used.

At least one-third of the mid-year evaluation for newly hired classroom teachers will be based on student achievement or growth data per the SLO(s) agreed upon by MBU and administrator.

An MBU's final SPS will be used in the summative evaluation calculation of the current year for 2021-2022, unless agreed upon by the teacher and administration. Each subsequent year will add data to the model until the rating is based on three years of data. If an MBU was not employed with the school District for the previous three years, then only the annual SPS scores for the years employed will be used. SPS shall only be based on students assigned to the MBU and, for classroom teachers, will be determined from the SDIRC Roster Verification export. Non-classroom teacher rosters will be determined by their assigned job function.

The SPS will be calculated using a matched process (only those students who were enrolled with the MBU in the assessed subject during both the Survey 2 and Survey 3 RVT periods will be used in the SPS Calculation). MBUs who teach semester long courses will have a combined roster of both Survey 2 and 3.

Students who have less than 90% attendance in the course evaluated will be excluded from the SPS calculation if the student score shows non-growth or non-proficiency.

If an MBU starts after Survey 2, then the roster from the Survey 3 will be used to calculate an SPS.

Prior years' SPS will not be used in the calculation of the current year SPS for 2021-2022.

Converting Student Learning Objectives to Student Performance Measures:

To convert Student Learning Objective data to student performance measures, a percentage of goal attainment will be calculated. This percentage of Student Learning Objective (SLO) targets met will be used to assign each teacher a student performance measure score (1-4). See below.

Score Conversion	Categorical Score	Points
70-100% growth or proficiency	Highly Effective	4
60-69% growth or proficiency	Effective	3
50-59% growth or proficiency	Needs Improvement/Developing	2
0-49% growth or proficiency	Unsatisfactory	1

Student Growth for Instructional Personnel without Assigned Students:

Both the instructional practice and student performance measure components are a part of the evaluation of non-classroom instructional personnel. Instructional practice is observed and evaluated by an administrator. Student performance measures are calculated using student learning objectives that are based on the function of each particular non-classroom instructional personnel's job as agreed upon between teacher (MBU) and evaluating administrator.

D. Summative Rating Calculation

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.

Step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel:

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

Summative Rating Score and Rubric:

The Instructional Practice (IP), Deliberate Practice (DP), and Student Performance (SP) portions of the calculation are combined according to the following method to produce the summative evaluation rating and score. For all instructional personnel, the Instructional Practice (IP) score will be one-third (33.3%) of the summative evaluation score. The Deliberate Practice (DP) portion of the instructional evaluation will be one-third (33.3%). The Student Performance (SP) score will be one-third (33.3%) of the summative evaluation score. This calculation will be used for both classroom teachers, classroom teachers newly hired by the District, and non- classroom teachers. The Instructional Practice (IP), Deliberate Practice (DP), and Student Performance (SP) portions of the evaluation will be expressed as a number between 1.0 and 4.0 with the following categories:

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

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

Example #1: Fourth Grade Teacher

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

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

The Summative Rating would be rounded up to two decimal places to become 3.67 would fall into the Summative Rating of HIGHLY EFFECTIVE.

Example #2: Ninth Grade English Language Arts Teacher

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

Measure	Rating	Score (Rating x 33.33%)
Instructional Practice (IP)	1.0 - Unsatisfactory	0.333
Student Performance (SP)	1.0 - Unsatisfactory	0.333
Professional Practice (PP)	1.0 - Unsatisfactory	0.333
Total		1.00

The Summative Rating would be rounded up to two decimal places to become 1.0, which according to the Teacher Evaluation Scoring Components Scale on page 14, would fall into the Summative Rating of UNSATISFACTORY.

Final Evaluation Scoring Components Scale

IPS (33.33%)	SP (33.33%)	DP (33.33%)	Final Rating
4	4	4	4.00
4	4	3	3.67
4	4	2	3.33
4	4	1	3.00
4	3	4	3.67
4	3	3	3.33
4	3	2	3.00
4	3	1	2.67
4	2	4	3.33
4	2	3	3.00
4	2	2	2.67
4	2	1	2.33
4	1	4	3.00
4	1	3	2.67
4	1	2	2.33
4	1	1	2.00
3	4	4	3.67
3	4	3	3.33
3	4	2	3.00
3	4	1	2.67
3	3	4	3.33
3	3	3	3.00
3	3	2	2.67
3	3	1	2.33
3	2	4	3.00
3	2	3	2.67
3	2	2	2.33
3	2	1	2.00
3	1	4	2.67
3	1	3	2.33
3	1	2	2.00
3	1	1	1.67
2	4	4	3.33
2	4	3	3.00
2	4	2	2.67
2	4	1	2.33
2	3	4	3.00
2	3	3	2.67
2	3	2	2.33
2	3	1	2.00
2	2	4	2.67
2	2	3	2.33
2	2	2	2.00
2	2	1	1.67
2	1	4	2.33

IPS {33.33%)	SP {33.33%)	DP {33.33%)	Final Rating
2	1	3	2.00
2	1	2	1.67
2	1	1	1.33
1	4	4	3.00
1	4	3	2.67
1	4	2	2.33
1	4	1	2.00
1	3	4	2.67
1	3	3	2.33
1	3	2	2.00
1	3	1	1.67
1	2	4	2.33
1	2	3	2.00
1	2	2	1.67
1	2	1	1.33
1	1	4	2.00
1	1	3	1.67
1	1	2	1.33
1	1	1	1.00

Appendix A – Evaluation Framework Crosswalk

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

Alignment to the Florida Educator Accomplished Practices	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
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 Meet the Needs of Diverse Learners
d. Selects appropriate formative assessments to monitor learning;	Using Formative Assessment to Track Progress
e. Uses diagnostic student data to plan lessons; and,	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners
2. The Learning Environment	
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
b. Manages individual and class behaviors through a well-planned management system;	Organizing Students to Interact with Content, Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	Communicating High Expectations for Each Student
d. Respects students' cultural linguistic and family background;	Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student
e. Models clear, acceptable oral and written communication skills;	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Promoting Teacher Leadership and Collaboration
f. Maintains a climate of openness, inquiry, fairness and support;	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Promoting Teacher Leadership and Collaboration
g. Integrates current information and communication technologies;	Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration

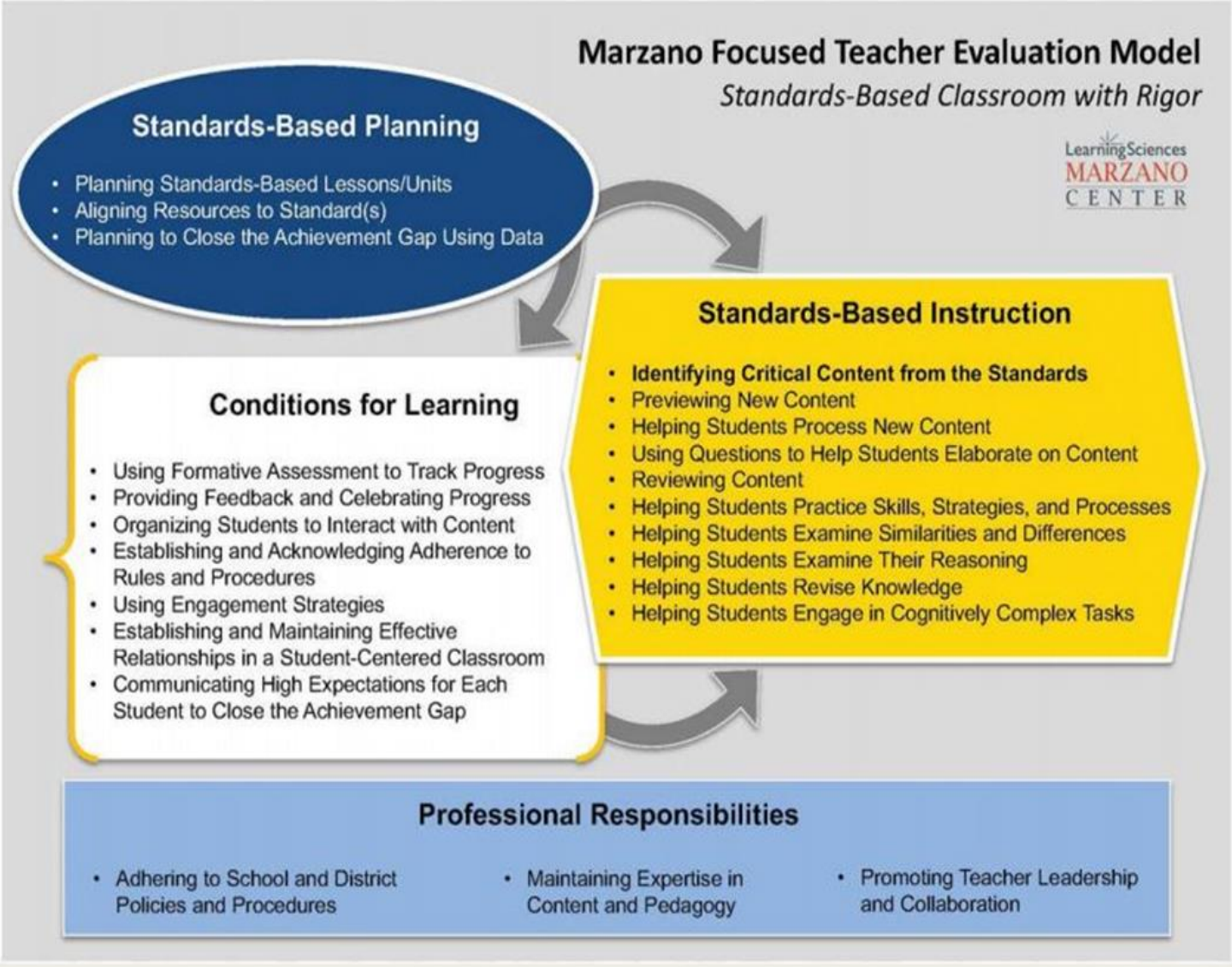
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Planning to Meet the Needs of Diverse Learners, Organizing Students to Interact with Content, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Maintaining Expertise in Content and Pedagogy
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Planning to Meet the Needs of Diverse Learners, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Maintaining Expertise in Content and Pedagogy
3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	Planning to Meet the Needs of Diverse Learners, Using Questions to Help Students Elaborate on Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Revise Knowledge, Organizing Students to Interact with Content, Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks, 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), Previewing New Content, Reviewing Content, Using Formative Assessment to Track Progress, Establishing and Maintaining Effective Relationships
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
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 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 Standards, Previewing New Content, Helping Students Process New Content, Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks, Using Formative Assessment to Track Progress

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Planning to Meet the Needs of Diverse Learners, Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Planning to Meet the Needs of Diverse Learners, Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks
4. Assessment	
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 Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress, Communicating High Expectations for Each Student
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Planning to Meet the Needs of Diverse Learners, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student
f. Applies technology to organize and integrate assessment information.	Aligning Resources to Standard(s) , Using Formative Assessment to Track Progress

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

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the District shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers. Marzano Center 2021



Marzano Center 2021

Planning Standards-Based Lessons/Units

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

Desired Effect: Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets 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 EL 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 EL 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)

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

Aligning Resources to Standard(s)

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

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

Planning Evidence:

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

Example Implementation Evidence:

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

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

Planning to Close the Achievement Gap Using Data

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

Desired Effect: Teacher provides data showing that each student (including English learners [EL], 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 EL or groups of students, and cite the data and rationale used to select that accommodation
- 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 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., EL, gifted, etc.) at the appropriate grade level targets
- Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- Planned student assignments/work show students track their individual progress on learning targets
- Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- 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)
- Information about student progress is regularly sent home

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

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 technique.)

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

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

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

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

Helping Students Practice Skills, Strategies and Processes

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

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

Example Teacher Instructional Techniques (Check 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

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 technique.)

- 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

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

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 nonlinguistically 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 All 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.)

- 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

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

Helping Students Examine their Reasoning

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

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

Example Teacher Instructional Techniques (Check 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
- 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 technique.)

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

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

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

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

Helping Students Revise Knowledge

Focus Statement: Teacher engages students in revision of 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)

- 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

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 All 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.)

- 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

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

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

Helping Students Engage in Cognitively Complex Tasks

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

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

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

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

Example Teacher Techniques for Monitoring for Learning (Check 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 technique.)

- Explain the proposition, theory, or hypothesis they are testing
- Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- Justify the process used to support the proposition, theory, or hypothesis
- 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

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

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

Marzano Center 2021

Using Formative Assessment to Track Progress

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

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

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
- Demonstrate autonomy in providing evidence of progress on learning targets
- Responses to formative assessment may involve cultural content

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

- Utilize peer resources
- Modify task
- Provide additional resources

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

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

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

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
- Modify task
- Provide additional resources

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

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

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

Using Engagement Strategies

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

Desired Effect: Evidence (formative data) demonstrates students cognitively 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 cognitively 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 cognitive engagement
- Student-centered tasks and processes produce high levels of cognitive 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
- Multiple students or the entire class respond to questions posed by the teacher
- Artifacts/student work indicate students are cognitively 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

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

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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

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

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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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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.

Marzano Center 2021

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
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.

Marzano Center 2021

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher makes no attempt to promote teacher leadership and a culture of collaboration.	Teacher attempts to promote teacher leadership and a culture of collaboration.	Teacher promotes teacher leadership and a culture of collaboration.	Teacher 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.	Teacher helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

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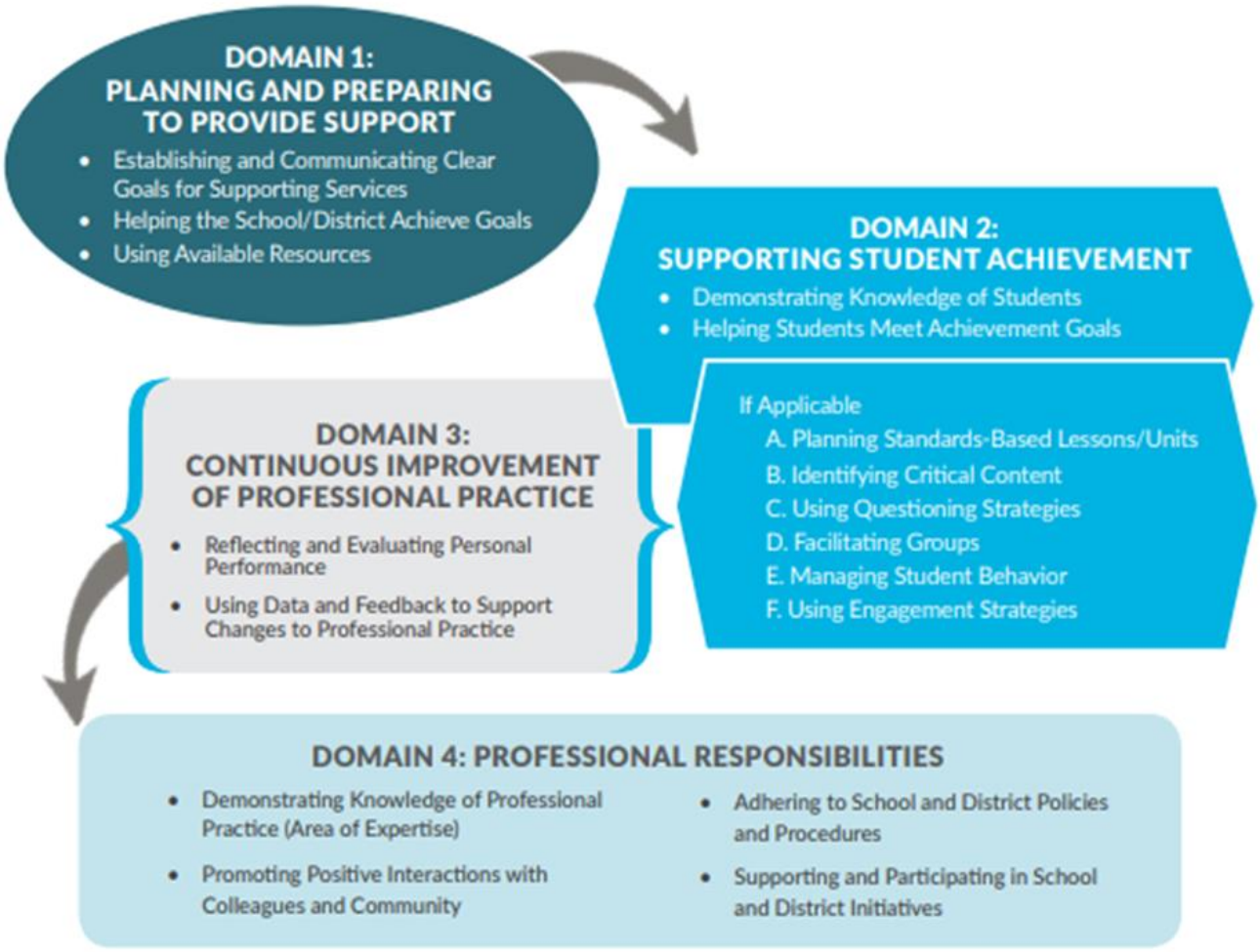
Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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



Marzano Center 2021

Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Desired Effect: School/district knows the supporting services provided by the instructional support member.
Example Instructional Support Member Evidence (Check all that apply) ☐ 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 (Check all that apply) ☐ 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: PreK-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.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *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.

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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-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.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals *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.

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 all that apply)

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

Example Implementation Evidence (Check all that apply)

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

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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.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district *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 all that apply) ☐ 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 (Check all that apply) ☐ 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.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of the unique needs of students in 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.

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

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *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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If Applicable

A. Planning Standards-Based Lessons/Units
Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.
Planning Evidence (Check all that apply) ☐ Plans exhibit a focus on the essential standards ☐ Plans include a scale that builds a progression of knowledge from simple to complex ☐ Plans identify learning targets aligned to the rigor of required standards ☐ Plans identify specific instructional strategies appropriate for the learning target ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways ☐ Lessons are planned with teachable chunks of content ☐ When appropriate, lessons/units are integrated with other content areas ☐ When appropriate, learning targets and unit plans include district scope and sequence ☐ Plans illustrate how equity is addressed in the classroom ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom ☐ When appropriate, plans integrate cultural competencies and/or standards
Example Implementation Evidence (Check all that apply) ☐ Lesson plans align to grade level standard(s) with targets and use 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 EL 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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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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.	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 embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

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 all that apply)

- ☐ 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. Check all that apply.)

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

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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.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies 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.

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 all that apply)

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

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

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

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	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.

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 all that apply)

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

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

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

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the 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.

E. Managing Student Behavior

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

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

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

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

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

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

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

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 all that apply)

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

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

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

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

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance
Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.
Example Instructional Support Member Evidence (Check all that apply) ☐ 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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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors *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 all that apply) ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources ☐ Identifies the data and feedback used to develop a professional growth plan ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback) ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence ☐ Charts progress toward professional growth plan goals and supports by evidence ☐ Seeks mentorship from experts in area of professional responsibility ☐ Seeks innovative ways to improve professional practice

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and 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 all that apply) ☐ 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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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise *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 all that apply) ☐ Works cooperatively with appropriate colleagues to address issues that impact the school ☐ Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust ☐ Accesses available expertise and resources to support the school ☐ Describes situations in which he/she interacts positively with colleagues to promote and support learning ☐ Describes situations in which he/she helped extinguish negative conversations about other colleagues ☐ Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust ☐ Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/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.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *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.

Supporting and Participating in School and District Initiatives
Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.
Desired Effect: Instructional support member actively supports and participates in school and district initiatives.
Example Instructional Support Member Evidence (Check all that apply) ☐ Participates in school activities and events as appropriate to support students and the school community ☐ Serves on school and district committees ☐ 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

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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.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility *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. The below table shows State or International Data assigned to a grade group that can be used as an outcome measure for an SLO and suggested alternate assessments. ***LCA**-a standards-based locally created assessment including but not limited to a traditional assessment (multiple-choice, fill-in-the-blank, etc.) or rubric-based assessment/project.*

		STATE or INTERNATIONAL ASSESSMENTS					
SUBJECT/CLASS	SUGGESTED ALTERNATE ASSESSMENT(S)	FSA	EOC	FCAT	CTE	AP EXAM	IB EXAM
PREK	LCA *						
Kindergarten	iReady, LCA *						
First Grade	iReady, LCA *						
Second Grade	iReady, LCA *						
Third Grade	iReady, LCA *	+					
Fourth Grade	LCA*	+					
Fifth Grade	LCA*	+					
Fifth Grade Science	LCA*			+			
Elementary Art	LCA*						
Elementary Music	LCA*						
Elementary PE	LCA*						
Sixth Grade Language Arts and Reading	LCA*	+					
Sixth Grade Math	LCA*	+					
Sixth Grade Social Studies	LCA*						
Sixth Grade Science	LCA*						
Seventh Grade Language Arts and Reading	LCA*	+					
Seventh Grade Math	LCA*	+					
Civics	LCA*		+				
Seventh Grade Science	LCA*						
Eighth Grade Language Arts and Reading	LCA*	+					
Eighth Grade Math	LCA*	+					
Eighth Grade Social Studies	LCA*						

SUBJECT/CLASS	SUGGESTED ALTERNATE ASSESSEMENT(S)	FSA	EOC	FCAT	CTE	AP EXAM	IB EXAM
Eighth Grade Science	LCA*			+			
Middle School Art	LCA*						
Middle School Music	LCA*						
Middle School PE	LCA*						
Middle School CTE	LCA*				+		
Middle School Technology	LCA*						
Algebra 1	LCA*		+				
Algebra 2	LCA*						
Geometry	LCA*		+				
Biology	LCA*		+				
Ninth Grade Language Arts/Reading	LCA*	+					
Tenth Grade Language Arts/Reading	LCA*	+					
Eleventh Grade Language Arts/Reading	LCA*	+					
US History	LCA*		+				
AP Courses	LCA*					+	
IB Courses	LCA*						+
9-12 Math (excluding Alg 1, 2, and Geometry)	LCA*						
Grade 12 Language Arts/Reading	LCA*						
9-12 Social Studies (excluding US History)	LCA*						
9-12 Science (excluding Biology)	LCA*						
9-12 Art	LCA*						
9-12 Music	LCA*						
9-12 PE	LCA*						
9-12 CTE Courses	LCA*				+		
9-12 Business/ Technology (non-CTE)	LCA*						
Guidance Counselors	data based on job function / assigned students						
Media Specialists	data based on job function / assigned students						
Academic Coaches (Literacy, Math, Interventionist, etc.)	data based on job function / assigned students						
Graduation Coach and ASPIRE Coach	data based on job function						
Teachers of the Gifted (School-Based)	data based on job function / assigned students						
Speech Language Pathologists (school-based)	data based on job function / assigned students						
Teachers of the Visually Impaired (school based)	data based on job function / assigned students						
Teachers of the Deaf and Hard of Hearing (school-based)	data based on job function / assigned students						
Teachers on Assignment (District-based)	data based on job function						

ASSESSMENT MEASURES EXPLAINED				
Assessment	**Measure**	**Rubric**	**Available Subjects**	**Available Grades**
iReady	Meet or exceed Typical or Stretch Growth target for student (teacher selects between typical and Stretch growth target using STANDARD VIEW) on Spring Assessment. Reached proficiency level (scoring in "the green") on Spring Assessment.	Percentile	Reading and Math	KG - 8
FSA, EOC, AP, IB	Reached proficiency level	Percentile	ELA, Math, Algebra 1, Geometry, US History, Biology, AP Subject, IB Subject	3 - 12
FSA or EOC	Made a learning gain (defined by FLDOE)	Percentile	ELA, Math, Algebra 1, & Geometry	4 – 12

Appendix E – *the district provides the summative evaluation form(s) to be used for instructional personnel.*

SUMMATIVE EVALUATION FORM for INSTRUCTIONAL PERSONNEL

The Instructional Practice (IP), Deliberate Practice (DP), and Student Performance (SP) portions of the calculation are combined according to the following method to produce the summative evaluation rating and score. For all instructional personnel, the Instructional Practice (IP) score will be one-third (33.3%) of the summative evaluation score. The Deliberate Practice (DP) portion of the instructional evaluation will be one-third (33.3%). The Student Performance (SP) score will be one-third (33.3%) of the summative evaluation score. This calculation will be used for both classroom teachers, classroom teachers newly hired by the District, and non- classroom teachers.

Please enter score for each category in chart below:

Score	Categorical Score	Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/ Developing	2
1	Unsatisfactory	1

IPS (33.3%)	Instructional Practice Score (from iObservation)		
DPS (33.3%)	Deliberate Practice Score (from iObservation)		
SPS (33.3%)	Student Performance Score (SLOs achievement level)		
SUM	Summative Score (final score of all three categories)	**SCORE**	**RATING**

The Instructional Practice (IP), Deliberate Practice (DP), and Student Performance (SP) portions of the evaluation will be expressed as a number between 1.0 and 4.0 with the following categories:

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

Instructional Staff Member Signature **Date**

Evaluating Administrator Signature **Date**