# School District of Pinellas County

## Instructional Personnel Evaluation System

**Effective Date: April 2018** **Form IEST-2018** **Rule 6A-5.030**

Updated January 30, 2023

## Purpose

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

## Instructions

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

Before submitting, ensure the document is titled and paginated.

### Submission

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

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

# Table of Contents

# Part I: Evaluation System Overview

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

Pinellas County Schools will use the Marzano Focused Teacher Evaluation Model. The Focused Teacher Evaluation Model is not a new model; instead, it is a revised version of the research-validated Marzano Teacher Evaluation Model created by a partnership between Robert J. Marzano and Learning Sciences International in 2010. The Focused Model provides greater clarity of expectations for both teachers and observers, improves the focus on key pedagogical principles, and significantly improves ease of adoption and use.

The Focused Model evaluates teacher performance against objective criteria, use of standards, and student evidences. It maximizes the accuracy and effectiveness of teacher observations, feedback, and evaluation by focusing on four key areas:

- Standards-Based Planning
- Standards-Based Instruction
- Conditions for Learning
- Professional Responsibilities

Using the Observation Protocol (scales and evidence), observers will use student and teacher evidence to score instructional practice at the correct level on the observational scale. They will:

- Apply the protocol to identify teacher instructional techniques of specific elements from Standards-Based Instruction and Conditions for Learning
- Evaluate construction and implementation of lesson and unit plans to provide clear and actionable teacher feedback
- Use evidence to score and provide feedback on teacher performance of Professional Responsibilities

# Part II: Evaluation System Requirements

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

## System Framework

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

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

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

## Training

☒ The district provides training programs and has processes that ensure

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

## Data Inclusion and Reporting

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

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

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

## Evaluation Procedures

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

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

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

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

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

## Use of Results

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

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

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

## Notifications

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

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

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

## District Self-Monitoring

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

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

# Part III: Evaluation Procedures

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

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

| Instructional Personnel Group | When Personnel are Informed | Method(s) of Informing |
|---|---|---|
| Classroom and Non-Classroom Teachers | • August 2022<br>• 2022-2023 | • Video: Evaluation Process Overview<br>• Professional Development throughout the year (face-to-face, online) |
| Newly Hired Classroom Teachers | • August 2022<br>• 2022-2023 | • Video: Evaluation Process Overview<br>• Professional Development throughout the year (face-to-face, online) based on teacher induction plan<br>• Mentor Support |
| Late Hires | 2022-2023 | • Make-up Evaluation Overview Training<br>• Video: Evaluation Process Overview<br>• Professional Development throughout the year (face-to-face, online) based on teacher induction plan and hire date<br>• Mentor Support |

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

| Instructional Personnel | Number of Observations | When Observations Occur | When Observation Results are Communicated to Personnel |
|---|---|---|---|
| **Classroom and Non-Classroom Teachers ANNUAL, PROFESSIONAL SERVICE, and CONTINUING CONTRACT** | | | |
| Hired before the beginning of the school year | 1 Formal Observation<br><br>One optional Targeted Observation can be requested by teacher. | Formal Observation completed by March 10, 2023<br><br>Teacher Requested Targeted Observation (optional), completed at least four weeks prior to the end of the school year, April 28, 2023 | Observation results are provided within 3 days and available through iObservation.<br><br>Observation results are reviewed during a post-conference, which is scheduled within 5 days of an observation. |
| **Newly Hired Classroom and Non-Classroom Teachers PROBATIONARY OR TEACHER IN NEED OF SUPPORT** | | | |
| Hired before and after the beginning of the school year | 2 Formal Observations | **First or Second Semester:**<br>The first formal observation occurs by the 60th day from the date of hire.<br><br>**Second Semester:**<br>The second Formal observation is completed by March 10, 2023 | Observation results are provided within 3 days and available through iObservation.<br><br>Observation results are reviewed during a post-conference, which is scheduled within 5 days of an observation. |
| Note: Formal and Targeted observations include a Pre-observation conference, observation, and post-observation conference. | | | |

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

| Instructional Personnel Group | Number of Evaluations | When Evaluations Occur | When Evaluation Results are Communicated to Personnel |
|---|---|---|---|
| **Classroom and Non-Classroom Teachers ANNUAL, PROFESSIONALSERVICE, and CONTINUING CONTRACT** | | | |
| Hired before the beginning of the school year | 1 | • Four weeks prior to the end of the school year, the instructional practice score is completed.<br>• October of the following school year, Final Evaluations are completed, which include the instructional practice score, student growth score, and final score. | • Instructional Practice scores are available through the iObservation platform four weeks prior to the end of the school year.<br>• October of the following year teachers receive an e-mail notification that the final evaluation is complete.<br>• Teachers acknowledge their final evaluation score electronically using the iObservation platform. |
| **Newly Hired Classroom and Non-Classroom Teachers PROBATIONARY OR TEACHER IN NEED OF SUPPORT** | | | |
| Hired before the beginning of the school year | 2 | For the <u>first evaluation:</u><br>• Occurs by the 60th day from the date of hire.<br>• The student data to be used for the interim evaluation is agreed upon by the evaluator and teacher at the beginning of the year or prior to the first formal observation<br>For the <u>second evaluation</u>:<br>• Four weeks prior to the end of the school year, the instructional practice score is completed.<br>• October of the following school year, Final Evaluations are | For the <u>first evaluation</u>:<br>• A post conference is scheduled within 5 days of the observation where the observation and evaluation results are shared.<br>• Teachers acknowledge their final evaluation score electronically using the iObservation platform.<br>For the <u>second evaluation</u>:<br>• Instructional Practice scores are available through the iObservation platform four weeks prior to the end of the school year. |

| | | | |
|---|---|---|---|
| | | completed, which include the instructional practice score, student growth score, and final score. | • October of the following year teachers receive an e-mail notification that the final evaluation is complete.<br>• Teachers acknowledge their final evaluation score electronically using the iObservation platform. |
| Hired after the beginning of the school year | 2 | For the <u>first evaluation:</u><br>• Occurs by the 60th day from the date of hire.<br>• The student data to be used for the interim evaluation is agreed upon by the evaluator and teacher at the beginning of the year or prior to the first formal observation<br>For the <u>second evaluation</u>:<br>• Four weeks prior to the end of the school year, the instructional practice score is completed.<br>• October of the following school year, Final Evaluations are completed, which include the instructional practice score, student growth score, and final score. | For the <u>first evaluation</u>:<br>• A post conference is scheduled within 5 days of the observation where the observation and evaluation results are shared.<br>• Teachers acknowledge their final evaluation score electronically using the iObservation platform.<br>For the <u>second evaluation</u>:<br>• Instructional Practice scores are available through the iObservation platform four weeks prior to the end of the school year.<br>• October of the following year teachers receive an e-mail notification that the final evaluation is complete.<br>• Teachers acknowledge their final evaluation score electronically using the iObservation platform. |

# Part IV: Evaluation Criteria

## A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Pinellas County, instructional practice accounts for 56.7% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Calculating the Instructional Practice Score

The Instructional Practice score represent 56.7% of the final score for instructional staff members. The instructional practice calculation is completed using Competency-Based Scoring, which increases competency by requiring the scoring of all or majority of the elements. This applies to all instructional staff members including newly hired staff members.

**Classroom Instructional Practice Score Calculation**

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.1)
4. Add the weighted Domain scores to receive an Instructional Practice Score.
5. The Instructional Practice score is applied to the scale. (Table 2)
   - For Domain 2: Standards-Based Instruction, the elements Identifying Critical Content and Helping Students Engage in Cognitively Complex Tasks are required. The other five highest rated elements will count towards the Domain Score.
   - For Domain 3: Conditions for Learning, the highest 5 elements will count toward the Domain Score.

**Non-Classroom Instructional Practice Score Calculation**

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.2)
4. Add the weighted Domain scores to receive an Instructional Practice Score.
5. The Instructional Practice Score is applied to the scale. (Table 2)
   - For Domain 2: Supporting Student Achievement, the elements Demonstrating Knowledge of Students, Helping Students Meet Achievement Goals, and Identifying Critical Content are required. The other 3 highest rated elements will count towards the Domain Score.

## Weights of Each Area of Expertise

**Table 1.1: Classroom Framework**

| | |
|---|---|
| Standards-Based Planning | 14% |
| Standards-Based Instruction | 34% |
| Conditions for Learning | 34% |
| Professional Responsibilities | 18% |

**Table 1.2: Non-Classroom Framework**

| | |
|---|---|
| Planning and Preparing to Provide Support | 27% |
| Supporting Student Achievement | 19% |
| Continuous Improvement of Professional Practice | 18% |
| Professional Responsibilities | 36% |

**Table 2: Proficiency Scale**

| | |
|---|---|
| Highly Effective | 3.45-4.0 |
| Effective | 2.45-3.44 |
| Developing/Needs Improvement: | 1.45-2.44 |
| Unsatisfactory | 1.0-1.44 |

## B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Pinellas County, other indicators of performance account for 10 % of the instructional personnel performance evaluation.

2. Description of additional performance indicators, if applicable.

**DELIBERATE PRACTICE PLAN (DPP)**

The purpose of the DPP is to improve teacher practice in order to increase student achievement. Instructional staff will reflect upon their professional learning as it relates to impacting student progress; building upon their own professional growth. In order to complete the plan, individuals will complete self-assessments, review their schoolwide initiatives, consider student assessment data, prior year evaluation results and then identify learning goals that focus on student achievement. The DPP contains clearly defined goals and activities designed to improve teacher practice.

The Deliberate Practice Plan contains the following sections:

- Self-Assessment
- Select Target Element
- Identify Action Steps
- Submit Plan for Administrator Approval

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Deliberate Practice Plans will be discussed at the beginning, middle and end of each school year. Administrator and/or teacher may document amendments and comments in the reflection log and/or comment section. The administrator and teacher both contribute input and notes to the DPP. Below is how the instructional staff is rated on their Deliberate Practice.

| **Deliberate Practice Ratings** | |
|---|---|
| **0** | No goals written, no deliberate practice written |
| **3** | Goals written, didn't attend or finish training related to the goals |
| **7** | Goals written, training attended, no evidence of growth observed in classroom as it relates to goal. |
| **10** | Goals written, training attended, evidence of growth observed in classroom as it relates to goal. |

## C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Pinellas County, performance of students accounts for 33.3% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

   Value-added model (VAM) is a statistical model used for the purpose of determining an individual teacher's contribution to student learning based on state-standardized assessments. The VAM score is used as the measure of student performance for teachers of VAM courses. A scale of 1 to 4 is provided by the DOE and used as 33.3% of final summative score.

   National, state and local assessments listed in Appendix D are used to calculate student performance ratings for teachers who do not teach VAM courses. Student Growth scores are calculated by comparing performance of students on assessments to district averages for teachers who do not receive state-provided VAM scores. School administrators, instructional personnel who are not classroom teachers, and classroom teachers of students for courses not assessed by national, state, and local assessments use school VAM scores. School VAM scores are provided on a scale of 1 to 4 by the DOE.

   - If a state-standardized assessment is available for a course, only that assessment will be used in the Student Performance portion of the evaluation.
   - In cases where the local assessment is not ready or available, the district will derive the Student Performance score using state assessments or other standardized tests administered to the students assigned to the teacher.
   - If an instructional staff member is assigned a combination of courses, the weight of each course in the VAM calculation will be proportionate to the amount of time assigned to each course(s).

   For all instructional personnel, student performance data for three years, including the current year and the two years immediately preceding the current year, will be used when available.
   - If less than the three most recent years of data are available, those years for which data are available must be used.
   - Newly hired teachers will be assessed only using the current year's assessment data.

## D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

   The final summative calculation for classroom and non-classroom instructional personnel:
   - The Instructional Practice Score weighted at 56.7%
   - Student Performance Data weighted at 33.3%
   - Deliberate Practice Score weighted at 10%.

   A 4.0 scale is implemented for all instructional final evaluations. This scale is aligned to the four evaluation categories: Highly Effective, Effective, Needs Improvement (Developing for teachers in their first three years), and Unsatisfactory.

   Each category will be defined as follows:
   - Highly Effective: 3.45-4.0
   - Effective: 2.45-3.44
   - Developing/Needs Improvement: 1.45-2.44
   - Unsatisfactory: 1.0-1.44

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

## Senario 1 - Highly Effective 2nd Grade Teacher

| Final Score: 3.64 - Highly Effective | | |
|---|---|---|
| Instructional Practice Score<br>3.65<br>Highly Effective | Student Growth Score<br>3.5<br>Highly Effective | Deliberate Practice Score<br>4.0<br>Highly Effective |

### Instructional Practice Score: 3.65 Highly Effective

| Domain | Element | Formal 1 | Formal 2 | Targeted | Highest Rating | Domain Score | Weighted Score |
|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 3 | | 3 | 3.666666667 | 0.5133 |
| | 2 | 3 | 4 | | 4 | | |
| | 3 | 3 | 4 | | 4 | | |
| 2 | 4* | 3 | 3 | 4 | 4 | 3.571428571 | 1.2143 |
| | 5 | 3 | 3 | | 3 | | |
| | 6 | 3 | 4 | | 4 | | |
| | 7 | 0 | 3 | 4 | 4 | | |
| | 8 | 2 | 3 | | 3 | | |
| | 9 | 0 | 3 | 4 | 4 | | |
| | 10 | 1 | 2 | | ** 2 | | |
| | 11 | 1 | 2 | | ** 2 | | |
| | 12 | 0 | 1 | | ** 1 | | |
| | 13* | 0 | 3 | | 3 | | |
| 3 | 14 | 3 | 4 | | 4 | 3.714285714 | 1.2629 |
| | 15 | 3 | 3 | | 3 | | |
| | 16 | 4 | 3 | | 4 | | |
| | 17 | 3 | 3 | | 3 | | |
| | 18 | 3 | 4 | | 4 | | |
| | 19 | 3 | 4 | | 4 | | |
| | 20 | 3 | 4 | | 4 | | |
| 4 | 21 | 2 | 3 | | 3 | 3.666666667 | 0.6600 |
| | 22 | 3 | 4 | | 4 | | |
| | 23 | 4 | 3 | | 4 | | |
| | | | | | | IP Score | 3.6505 |
| | *Required Elements | | | | **Dropped | IP Score Text | Highly Effective |

### Student Growth Score: 3.5 Highly Effective

Student Growth score calculated for Second Grade Teacher utilizing the MAP assessment.
See comparison model, also included in Appendix D - Student Performance

### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric. See Section B. Other Indicators of Performance

## Grade 2 Reading MAP Tests – Comparison Model

Uses MAP performance and comparison to the district averages to assign a student performance score.

| **MAP Spring 2019 Results** – Performance Compared to the District Average RIT Score 189 | Class Average Score of **MAP Fall 2018** Administration (179 RIT) | | |
|---|---|---|---|
| | Low **<164** | Average **165-192** | High >**193** |
| Performance for Current Year Highest **207+** | HE 4 | HE 3.75 | HE 3.5 |
| Performance for Current Year Higher **198-206** | HE 3.5 | E 3.25 | E 3 |
| Performance for Current Year Average **186-197** | E 3.25 | E 3 | E 2.75 |
| Performance for Current Year Lower **171-185** | E 3 | E 2.75 | **NI 2.25** |
| Performance for Current Year Lowest **-170** | E 2.75 | **NI 1.5** | **U 1.25** |

| | **Highly Effective** | **Effective** | **Needs Imp.** | **Unsatisfactory** |
|---|---|---|---|---|
| **Student Growth 4-pt Scale** | 3.5-4 | 2.5-3.49 | 1.5-2.49 | 1-1.49 |

## Senario 2 - Unsatisfactory 2nd Grade Teacher

| Final Score: 1.37 - Unsatisfactory | | |
|---|---|---|
| Instructional Practice Score<br>1.25<br>Unsatisfactory | Student Growth Score<br>2.0<br>Developing/Needs Improvement | Deliberate Practice Score<br>0.0<br>Unsatisfactory |

### Instructional Practice Score: 1.25 Unsatisfactory

| Domain | Element | Formal 1 | Formal 2 | Targeted | Highest Rating | Domain Score | Weighted Score |
|---|---|---|---|---|---|---|---|
| 1 | 1 | 0 | 1 | | 1 | 1 | 0.1400 |
| | 2 | 1 | 1 | | 1 | | |
| | 3 | 1 | 1 | | 1 | | |
| 2 | 4* | 2 | 2 | 2 | 2 | 1.285714286 | 0.4371 |
| | 5 | 0 | 1 | | 1 | | |
| | 6 | 1 | 1 | | 1 | | |
| | 7 | 0 | 0 | 2 | 2 | | |
| | 8 | 2 | 2 | | 2 | | |
| | 9 | 0 | 0 | 1 | 1 | | |
| | 10 | 1 | 1 | | ** 1 | | |
| | 11 | 1 | 1 | | ** 1 | | |
| | 12 | 0 | 0 | | ** 0 | | |
| | 13* | 0 | 0 | | 0 | | |
| 3 | 14 | 2 | 2 | | 2 | 1.285714286 | 0.4371 |
| | 15 | 1 | 1 | | 1 | | |
| | 16 | 1 | 0 | | 1 | | |
| | 17 | 1 | 1 | | 1 | | |
| | 18 | 1 | 1 | | 1 | | |
| | 19 | 1 | 2 | | 2 | | |
| | 20 | 1 | 1 | | 1 | | |
| 4 | 21 | 2 | 2 | | 2 | 1.333333333 | 0.2400 |
| | 22 | 1 | 1 | | 1 | | |
| | 23 | 1 | 1 | | 1 | | |

| | |
|---|---|
| IP Score | 1.2543 |
| IP Score Text | Unsatisfactory |

*Required Elements

**Dropped

### Student Growth Score: 2.0 Developing/Needs Improvement

Student Growth score calculated for Second Grade Teacher utilizing the MAP assessment.
See comparison model, also included in Appendix D - Student Performance

### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.
See Section B. Other Indicators of Performance

## Grade 2 Reading MAP Tests – Comparison Model
## 2018-2019

Uses MAP performance and comparison to the district averages to assign a student performance score.

| **MAP Spring 2019 Results** – Performance Compared to the District Average RIT Score 189 | Class Average Score of **MAP Fall 2018** Administration (179 RIT) | | |
|---|---|---|---|
| | Low **<164** | Average **165-192** | High >**193** |
| Performance for Current Year Highest **207+** | HE 4 | HE 3.75 | HE 3.5 |
| Performance for Current Year Higher **198-206** | HE 3.5 | E 3.25 | E 3 |
| Performance for Current Year Average **186-197** | E 3.25 | E 3 | E 2.75 |
| Performance for Current Year Lower **171-185** | E 3 | E 2.75 | **NI 2.25** |
| Performance for Current Year Lowest **-170** | E 2.75 | **NI 1.5** | **U 1.25** |

| | **Highly Effective** | **Effective** | **Needs Imp.** | **Unsatisfactory** |
|---|---|---|---|---|
| **Student Growth 4-pt Scale** | 3.5-4 | 2.5-3.49 | 1.5-2.49 | 1-1.49 |

## Senario 3 - Highly Effective 9th Grade English Language Arts Teacher

| Final Score: 3.64 - Highly Effective | | |
|---|---|---|
| Instructional Practice Score<br>3.65<br>Highly Effective | Student Growth Score<br>3.5<br>Highly Effective | Deliberate Practice Score<br>4.0<br>Highly Effective |

### Instructional Practice Score: 3.5 Highly Effective

| Domain | Element | Formal 1 | Formal 2 | Targeted | Highest Rating | Domain Score | Weighted Score |
|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 3 | | 3 | 3.666666667 | 0.5133 |
| | 2 | 3 | 4 | | 4 | | |
| | 3 | 3 | 4 | | 4 | | |
| 2 | 4* | 3 | 3 | 4 | 4 | 3.571428571 | 1.2143 |
| | 5 | 3 | 3 | | 3 | | |
| | 6 | 3 | 4 | | 4 | | |
| | 7 | 0 | 3 | 4 | 4 | | |
| | 8 | 2 | 3 | | 3 | | |
| | 9 | 0 | 3 | 4 | 4 | | |
| | 10 | 1 | 2 | | ** 2 | | |
| | 11 | 1 | 2 | | ** 2 | | |
| | 12 | 0 | 1 | | ** 1 | | |
| | 13* | 0 | 3 | | 3 | | |
| 3 | 14 | 3 | 4 | | 4 | 3.714285714 | 1.2629 |
| | 15 | 3 | 3 | | 3 | | |
| | 16 | 4 | 3 | | 4 | | |
| | 17 | 3 | 3 | | 3 | | |
| | 18 | 3 | 4 | | 4 | | |
| | 19 | 3 | 4 | | 4 | | |
| | 20 | 3 | 4 | | 4 | | |
| 4 | 21 | 2 | 3 | | 3 | 3.666666667 | 0.6600 |
| | 22 | 3 | 4 | | 4 | | |
| | 23 | 4 | 3 | | 4 | | |
| | | | | | | IP Score | 3.6505 |
| | *Required Elements | | | | **Dropped | IP Score Text | Highly Effective |

### Student Growth Score: 3.5 Highly Effective

Student Growth score calculated for 9th Grade ELA teacher using the state-provided VAM score classification based on students enrolled in 9th Grade ELA courses.
See Appendix D - Student Performance

### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.
See Section B. Other Indicators of Performance

## Scenario 4 - Unsatisfactory 9th Grade English Language Arts Teacher

| Final Score: 1.37 - Unsatisfactory | | |
|---|---|---|
| Instructional Practice Score<br>1.25<br>Unsatisfactory | Student Growth Score<br>2.0<br>Developing/Needs Improvement | Deliberate Practice Score<br>0.0<br>Unsatisfactory |

### Instructional Practice Score: 1.25 Unsatisfactory

| Domain | Element | Formal 1 | Formal 2 | Targeted | Highest Rating | Domain Score | Weighted Score |
|---|---|---|---|---|---|---|---|
| 1 | 1 | 0 | 1 | | 1 | 1 | 0.1400 |
| | 2 | 1 | 1 | | 1 | | |
| | 3 | 1 | 1 | | 1 | | |
| 2 | 4* | 2 | 2 | 2 | 2 | 1.285714286 | 0.4371 |
| | 5 | 0 | 1 | | 1 | | |
| | 6 | 1 | 1 | | 1 | | |
| | 7 | 0 | 0 | 2 | 2 | | |
| | 8 | 2 | 2 | | 2 | | |
| | 9 | 0 | 0 | 1 | 1 | | |
| | 10 | 1 | 1 | | ** 1 | | |
| | 11 | 1 | 1 | | ** 1 | | |
| | 12 | 0 | 0 | | ** 0 | | |
| | 13* | 0 | 0 | | 0 | | |
| 3 | 14 | 2 | 2 | | 2 | 1.285714286 | 0.4371 |
| | 15 | 1 | 1 | | 1 | | |
| | 16 | 1 | 0 | | 1 | | |
| | 17 | 1 | 1 | | 1 | | |
| | 18 | 1 | 1 | | 1 | | |
| | 19 | 1 | 2 | | 2 | | |
| | 20 | 1 | 1 | | 1 | | |
| 4 | 21 | 2 | 2 | | 2 | 1.333333333 | 0.2400 |
| | 22 | 1 | 1 | | 1 | | |
| | 23 | 1 | 1 | | 1 | | |
| | | | | | | IP Score | 1.2543 |
| | *Required Elements | | | | **Dropped | IP Score Text | Unsatisfactory |

### Student Growth Score: 2.0 Developing/Needs Improvement

Student Growth score calculated for 9th Grade ELA teacher using the state-provided VAM score classification based on students enrolled in 9th Grade ELA courses.
See Appendix D - Student Performance

### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.
See Section B. Other Indicators of Performance

## 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).*

## Quality of Instruction

| FLORIDA EDUCATOR ACCOMPLISHED PRACTICES | MARZANO FOCUSED TEACHER EVALUATION MODEL |
|---|---|
| **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<br>• Aligning Resources to Standard(s) |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge; | • Planning Standards-Based Lessons/Units<br>• Aligning Resources to Standard(s) |
| c. Designs instruction for students to achieve mastery; | • Planning Standards-Based Lessons/Units<br>• Aligning Resources to Standard(s)<br>• Planning to Close the Achievement Gap Using Data |
| 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<br>• Aligning Resources to Standard(s)<br>• Planning to Close the Achievement Gap Using Data<br>• 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<br>• Aligning Resources to Standard(s)<br>• Planning to Close the Achievement Gap Using Data |
| **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)<br>• Organizing Students to Interact with Content<br>• Establishing and Acknowledging Adherence to Rules and Procedures<br>• Using Engagement Strategies |
| b. Manages individual and class behaviors through a well-planned management system; | • Organizing Students to Interact with Content<br>• Establishing and Acknowledging Adherence to Rules and Procedures |
| c. Conveys high expectations to all students; | • Communicating High Expectations for Each Student to Close the Achievement Gap |

| FLORIDA EDUCATOR ACCOMPLISHED PRACTICES | MARZANO FOCUSED TEACHER EVALUATION MODEL |
|---|---|
| d. Respects students' cultural, linguistic and family background; | • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom<br>• Communicating High Expectations for Each Student to Close the Achievement Gap |
| e. Models clear, acceptable oral and written communication skills; | • Providing Feedback and Celebrating Progress<br>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom<br>• Communicating High Expectations for Each Student to Close the Achievement Gap<br>• Adhering to School and District Policies and Procedures<br>• Promoting Teacher Leadership and Collaboration |
| f. Maintains a climate of openness, inquiry, fairness and support; | • Providing Feedback and Celebrating Progress<br>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom<br>• Communicating High Expectations for Each Student to Close the Achievement Gap<br>• Promoting Teacher Leadership and Collaboration |
| g. Integrates current information and communication technologies; | • Aligning Resources to Standard(s)<br>• Planning to Close the Achievement Gap Using Data<br>• Adhering to School and District Policies and Procedures<br>• Maintaining Expertise in Content and Pedagogy<br>• Promoting Teacher Leadership and Collaboration |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students; and, | • Planning to Close the Achievement Gap Using Data<br>• Organizing Students to Interact with Content<br>• Establishing and Maintaining Effective Relationship in a Student-Centered Classroom<br>• Communicating High Expectations for Each Student to Close the Achievement Gap<br>• Maintaining Expertise in Content and Pedagogy |

| FLORIDA EDUCATOR ACCOMPLISHED PRACTICES | MARZANO FOCUSED TEACHER EVALUATION MODEL |
|---|---|
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | • Planning to Close the Achievement Gap Using Data<br>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom<br>• Communicating High Expectations for Each Student to Close the Achievement Gap<br>• Maintaining Expertise in Content and Pedagogy |
| 3. **Instructional Delivery and Facilitation**. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: | |
| a. Deliver engaging and challenging lessons; | • Planning to Close the Achievement Gap Using Data<br>• Using Questions to Help Students Elaborate on Content<br>• Helping Student Practice Skills, Strategies, and Processes<br>• Helping Students Examine Similarities and Differences<br>• Helping Students Revise Knowledge<br>• Organizing Students to Interact with Content<br>• 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<br>• Reviewing Content<br>• Helping Student Practice Skills, Strategies, and Processes<br>• Helping Students Examine Similarities and Differences<br>• Helping Students Examine Their Reasoning<br>• Helping Students Revise Knowledge<br>• Helping Students Engage in Cognitively Complex Tasks<br>• Organizing Students to Interact with Content<br>• Using Engagement Strategies |
| c. Identify gaps in students' subject matter knowledge; | • Planning Standards-Based Lessons/Units<br>• Identifying Critical Content from the Standards<br>• Using Formative Assessment to Track Progress |

| FLORIDA EDUCATOR ACCOMPLISHED PRACTICES | MARZANO FOCUSED TEACHER EVALUATION MODEL |
|---|---|
| d. Modify instruction to respond to preconceptions or misconceptions; | • Planning Standards-Based Lessons/Units<br>• Aligning Resources to Standard(s)<br>• Identifying Critical Content from the Standard(s)<br>• Previewing New Content<br>• Reviewing Content<br>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom<br>• Using Formative Assessment to Track Progress |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | • Planning Standards-Based Lessons/Units<br>• Aligning Resources to Standard(s)<br>• Using Engagement Strategies<br>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom |
| f. Employ higher-order questioning techniques; | • Using Questions to Help Students Elaborate on Content<br>• Helping Student Practice Skills, Strategies, and Processes<br>• Helping Students Examine Similarities and Differences<br>• Helping Students Revise Knowledge<br>• Helping Students Engage in Cognitively Complex Tasks |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; | • Planning Standards-Based Lessons/Units<br>• Aligning Resources to Standard(s)<br>• Identifying Critical Content from the Standards<br>• Previewing New Content<br>• Helping Students Process New Content<br>• Using Questions to Help Students Elaborate on Content<br>• Reviewing Content<br>• Helping Student Practice Skills, Strategies, and Processes<br>• Helping Students Examine Similarities and Differences<br>• Helping Students Examine Their Reasoning<br>• Helping Students Revise Knowledge<br>• Helping Students Engage in Cognitively Complex Tasks<br>• Using Formative Assessment to Track Progress |

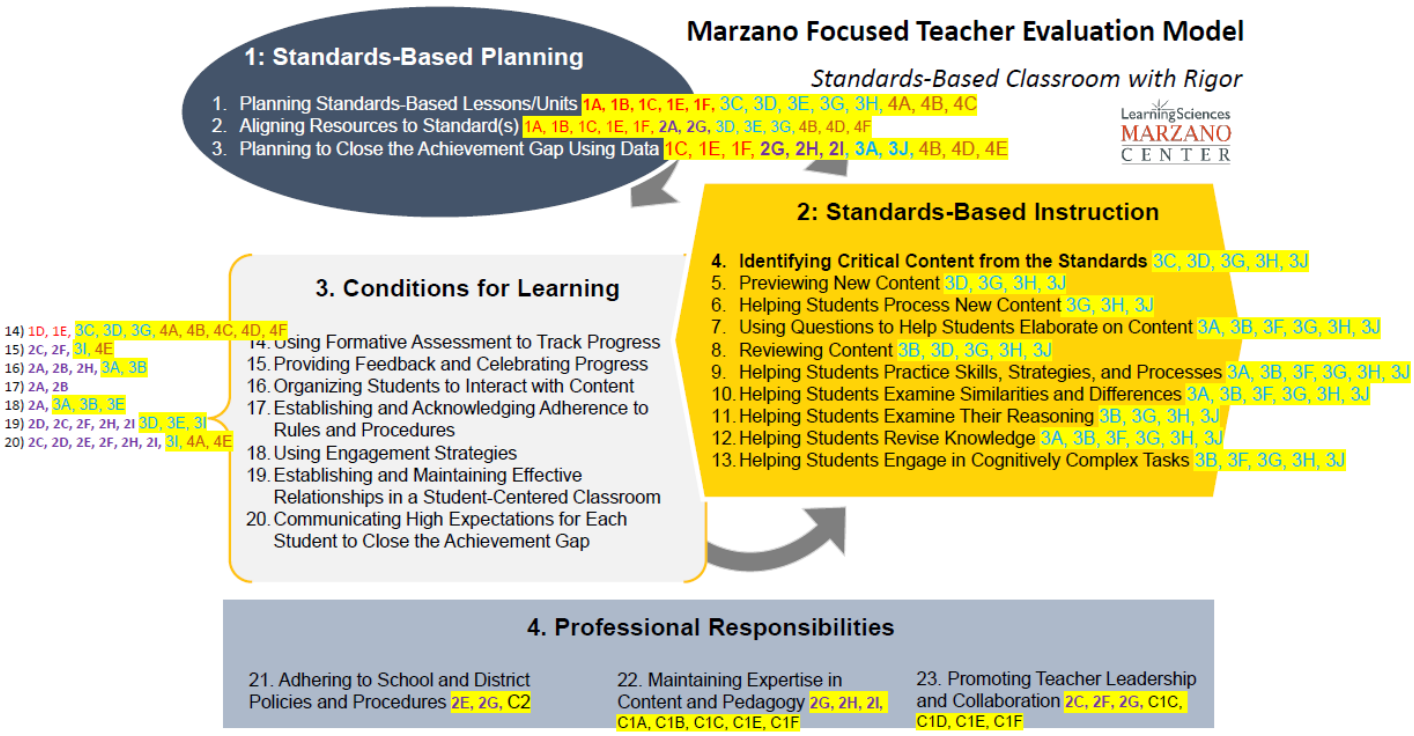
| FLORIDA EDUCATOR ACCOMPLISHED PRACTICES | MARZANO FOCUSED TEACHER EVALUATION MODEL |
|---|---|
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | • Planning to Close the Achievement Gap Using Data<br>• Identifying Critical Content from the Standards<br>• Previewing New Content<br>• Helping Students Process New Content<br>• Using Questions to Help Students Elaborate on Content<br>• Reviewing Content<br>• Helping Student Practice Skills, Strategies, and Processes<br>• Helping Students Examine Similarities and Differences<br>• Helping Students Examine Their Reasoning<br>• Helping Students Revise Knowledge<br>• Helping Students Engage in Cognitively Complex Tasks |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and, | • Providing Feedback and Celebrating Progress<br>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom<br>• Communicating High Expectations for Each Student to Close the Achievement Gap |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | • Planning to Close the Achievement Gap Using Data<br>• Identifying Critical Content from the Standards<br>• Previewing New Content<br>• Helping Students Process New Content<br>• Using Questions to Help Students Elaborate on Content<br>• Reviewing Content<br>• Helping Student Practice Skills, Strategies, and Processes<br>• Helping Students Examine Similarities and Differences<br>• Helping Students Examine Their Reasoning<br>• Helping Students Revise Knowledge<br>• Helping Students Engage in Cognitively Complex Tasks |

| FLORIDA EDUCATOR ACCOMPLISHED PRACTICES | MARZANO FOCUSED TEACHER EVALUATION MODEL |
|---|---|
| 4. **Assessment**. The effective educator consistently: | |
| a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; | • Planning to Close the Achievement Gap Using Data<br>• Using Formative Assessment to Track Progress<br>• Communicating High Expectations for Each Student to Close the Achievement Gap |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | • Planning Standards-Based Lessons/Units<br>• Aligning Resources to Standard(s)<br>• Planning to Close the Achievement Gap Using Data<br>• Using Formative Assessment to Track Progress |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | • Planning to Close the Achievement Gap Using Data<br>• Using Formative Assessment to Track Progress |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | • Aligning Resources to Standard(s)<br>• Planning to Close the Achievement Gap Using Data<br>• 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 Close the Achievement Gap Using Data<br>• Providing Feedback and Celebrating Progress<br>• Communicating High Expectations for Each Student to Close the Achievement Gap |
| f.Applies technology to organize and integrate assessment information. | • Aligning Resources to Standard(s)<br>• Using Formative Assessment to Track Progress |

## Continuous Improvement, Responsibility and Ethics

| FLORIDA EDUCATOR ACCOMPLISHED PRACTICES | MARZANO FOCUSED TEACHER EVALUATION MODEL |
|---|---|
| **1. Continuous Professional Improvement.** The effective educator consistently: | |
| a. Designs purposeful goals to strengthen the effectiveness of instruction based on students' needs; | • Maintaining Expertise in Content and Pedagogy |
| b. Examines and uses data-informed research to improve instruction and student achievement; | • Maintaining Expertise in Content and Pedagogy |
| 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<br>• Promoting Teacher Leadership and Collaboration |

| FLORIDA EDUCATOR ACCOMPLISHED PRACTICES | MARZANO FOCUSED TEACHER EVALUATION MODEL |
|---|---|
| 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<br>• Promoting Teacher Leadership and Collaboration |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | • Maintaining Expertise in Content and Pedagogy<br>• Promoting Teacher Leadership and Collaboration |
| 2. **Professional Responsibility and Ethical Conduct**. Understanding that educators are held to a high moral standard in a community, the effective educator 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. | • Adhering to School/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.*

## 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** (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)

| 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** (Check all that apply)

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

**Example Implementation Evidence** (Check all that apply)

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

| Not Using (0) | Beginning (1) | Developing (2) | Applying (3) | Innovating (4) |
|---|---|---|---|---|
| Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons. | Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson. | Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons. | Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons. | 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** (Check all that apply)<br><br>☐ Plans include a process for helping students track their individual progress on learning targets<br>☐ Plans specify accommodations and/or adaptations for individual EL or groups of students<br>☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)<br>☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling<br>☐ Plans cite the data and rationale used to identify and incorporate accommodations<br>☐ Plans include potential instructional adjustments that could be made based on student evidence/data<br>☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)<br>☐ 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.)<br>☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)<br>☐ A coherent record-keeping system is developed and maintained on student learning |
| **Example Implementation Evidence** (Check all that apply)<br><br>☐ 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<br>☐ 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<br>☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling<br>☐ Planned student assignments/work show students track their individual progress on learning targets<br>☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed<br>☐ Information about student progress is regularly sent home<br>☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group) |

| Not Using (0) | Beginning (1) | Developing (2) | Applying (3) | Innovating (4) |
|---|---|---|---|---|
| Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap. | Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap. | Uses data to identify and plan to meet the needs of each student in order to close the achievement gap. | Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *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. | 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. |

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

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

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

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

## Previewing New Content

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

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

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

## Helping Students Process New Content

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ 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. | Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content. | Systematically engages student groups in processing and generating conclusions about new content.<br><br>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content. | Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content. |

## Using Questions to Help Students Elaborate on Content

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

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

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

## Reviewing Content

**Focus Statement**: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

**Desired Effect**: Evidence (formative data) demonstrates students know the previously taught critical content.

**Example Teacher Instructional Techniques** (Check all that apply)

- ☐ 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 all that apply)

- ☐ **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. Check all that apply.)

- ☐ 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** (Check all that apply)

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

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

## Helping Students Practice Skills, Strategies, and Processes

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

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

| Not Using (0) | Beginning (1) | Developing (2) | Applying (3) | Innovating (4) |
|---|---|---|---|---|
| Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content. | When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.<br><br>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 all that apply)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use culturally relevant activities to help students examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and 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 all that apply)

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

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

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

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

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

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

## Helping Students Examine Their Reasoning

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

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

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

## Helping Students Revise Knowledge

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

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

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

## Helping Students Engage in Cognitively Complex Tasks

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

- ☐ Utilize different coaching/facilitation techniques
- ☐ 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. | Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content. | Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.<br><br>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 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 all that apply)<br><br>☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)<br>☐ Ask students to explain their progress toward the learning target<br>☐ Ask students to provide evidence of their progress toward the learning target<br>☐ Facilitate individual conferences regarding use of data to track progress<br>☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance scale<br>☐ 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. Check all that apply.)<br><br>☐ Systematically update their status on the learning targets using a chart, graph, or data notebook<br>☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)<br>☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets<br>☐ Demonstrate autonomy in providing evidence of progress on learning targets<br>☐ 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** (Check all that apply)<br><br>☐ Utilize peer resources<br>☐ Modify task<br>☐ Provide additional resources |

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

## Providing Feedback and Celebrating Progress

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

## Organizing Students to Interact with Content

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

- ☐ 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. | Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect. | Organizes students into appropriate groups to facilitate the processing of content.<br><br>The desired effect is displayed in the majority of students. | Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students. |

## Establishing and Acknowledging Adherence to Rules and Procedures

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

## Using Engagement Strategies

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

## Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

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

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

**Example Teacher Instructional Techniques** (Check all that apply)

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

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

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

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

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

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

| Communicating High Expectations for Each Student to Close the Achievement Gap |
|---|
| **Focus Statement:** Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success. |
| **Desired Effect:** Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success. |
| **Example Teacher Instructional Techniques** (Check all that apply)<br><br>☐ Use methods to ensure each student is held responsible for participation in classroom activities<br>☐ Chart questioning patterns to ensure each student is asked questions with the same frequency<br>☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students<br>☐ Does not allow negative or sarcastic comments about any student<br>☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently<br>☐ Provide students with strategies to avoid negative thinking about one's thoughts and actions<br>☐ Ask questions of each student at the same rate and frequency<br>☐ Ask complex questions of each student that require conclusions at the same rate and frequency<br>☐ Rephrase questions for each student when they provide an incorrect answer<br>☐ Probe each student to provide evidence of their conclusions<br>☐ Ask each student to examine the sources of their evidence<br>☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson<br>☐ Probe each student to further explain their answers when they are incorrect<br>☐ Require perseverance and productive struggle in solving problems and overcoming obstacles |
| **Example Student Evidence of Desired Effect** (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work. Check all that apply.)<br><br>☐ Treat each other with respect<br>☐ Actions show students avoid negative thinking about personal thoughts and actions<br>☐ Respond to difficult questions<br>☐ Take risks by offering incorrect or alternative answers<br>☐ Participate in classroom activities and discussions<br>☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"<br>☐ 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<br>☐ Model teacher behaviors that show care and respect for each classmate<br>☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles |
| **Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect** (Check all that apply)<br><br>☐ Modify questioning techniques and patterns<br>☐ Reorganize seating patterns and groups<br>☐ Reflect on student interactions and change teacher behaviors |

| Not Using (0) | Beginning (1) | Developing (2) | Applying (3) | Innovating (4) |
|---|---|---|---|---|
| Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect. | Exhibits behaviors that demonstrate high expectations for each student to achieve academic success.<br><br>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. |

| Adhering to School/District Policies and Procedures |
|---|
| **Focus Statement:** Teacher adheres to school and district policies and procedures. |
| **Desired Effect:** Teacher adheres to school and district rules and procedures. |
| **Example Teacher Evidence** (Check all that apply)<br><br>☐ Performs assigned duties<br>☐ Fulfills responsibilities in a timely manner<br>☐ Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)<br>☐ Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)<br>☐ Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.)<br>☐ Maintains confidentiality of colleagues, students, and families<br>☐ Advocates for equality for each student<br>☐ Demonstrates personal integrity and ethics<br>☐ Uses social media appropriately |

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

| Maintaining Expertise in Content and Pedagogy |
|---|
| **Focus Statement:** Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy). |
| **Desired Effect:** Teacher provides evidence of developing expertise in content area and classroom instructional strategies. |
| **Example Teacher Evidence** (Check all that apply)<br><br>☐ Participates in professional development opportunities<br>☐ Demonstrates content expertise and knowledge in the classroom<br>☐ Seeks mentorship from subject area experts<br>☐ Seeks mentorship from highly effective teachers<br>☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction<br>☐ Demonstrates a growth mindset and/or seeks feedback<br>☐ Implements a deliberate practice or professional growth plan<br>☐ Seeks innovative ways to improve student achievement<br>☐ 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)<br>☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units<br>☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses<br>☐ Explains the differential effects of specific classroom strategies on closing the achievement gap<br>☐ Seeks opportunities to develop deeper understanding of cultural responsiveness<br>☐ Uses formative and summative data to make instructional planning decisions<br>☐ Teacher observational data is correlated to student achievement data<br>☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning<br>☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning |

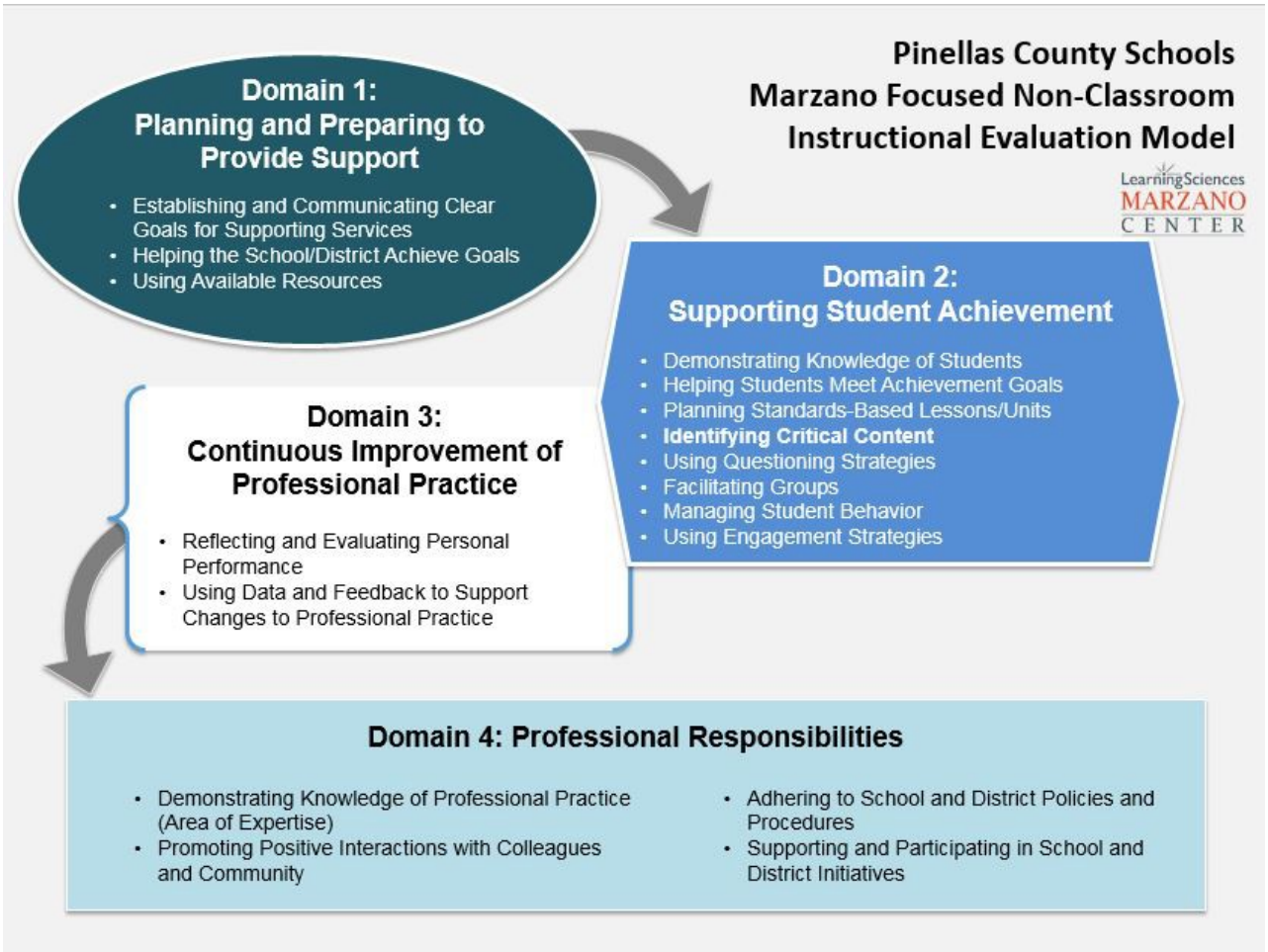
| Not Using (0) | Beginning (1) | Developing (2) | Applying (3) | Innovating (4) |
|---|---|---|---|---|
| Makes no attempt to deepen knowledge in content area and classroom instructional strategies. | Attempts to deepen knowledge in content area and classroom instructional strategies. | Continually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

| Promoting Teacher Leadership and Collaboration |
|---|
| **Focus Statement:** Teacher promotes teacher leadership and a culture of collaboration. |
| **Desired Effect:** Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning. |
| **Example Teacher Evidence** (Check all that apply)<br><br>☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways<br>☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors<br>☐ Documents specific situations of mentoring other teachers<br>☐ Works cooperatively with appropriate school personnel to address issues that impact student learning<br>☐ Accesses available expertise and resources to support students' learning needs<br>☐ Promotes positive conversations and interactions with teachers and colleagues<br>☐ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust<br>☐ Encourages parent involvement in classroom and school activities<br>☐ Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families<br>☐ Uses multiple means and modalities to communicate with families<br>☐ Seeks a role and participates in Professional Learning Community meetings<br>☐ Serves as a student advocate in the classroom, school, and community<br>☐ Participates in school and community activities as appropriate to support students and families<br>☐ Serves on school and district-level committees<br>☐ Works to achieve school and district improvement goals |

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

## Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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



## Domain 1: Planning and Preparing to Support Instruction

| Establishing and Communicating Clear Goals for Supporting Services |
|---|
| **Focus Statement:** Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district. |
| **Desired Effect:** School/district knows the supporting services provided by the instructional support member. |
| **Example Instructional Support Member Evidence** (Check any evidences demonstrated)<br><br>☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school<br>☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals<br>☐ Communicates goals to appropriate school or district personnel<br>☐ References and updates goals and plan for support throughout the year<br>☐ Goals confirm knowledge consistent with professional area of responsibility<br>☐ Supporting services demonstrate knowledge of human growth and development<br>☐ Data are used in the planning and goal setting process<br>☐ Elicits input from school regarding needed services and support<br>☐ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services |
| **Example Implementation Evidence**<br><br>☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district<br>☐ Explains how goals support and align with school and/or district goals.<br>☐ Explains how data were used to establish goals<br>☐ Explains how their actions and/or activities relate to the goals<br>☐ 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 any evidence demonstrated)<br><br>☐ Demonstrates knowledge of school/district goals<br>☐ Goals to provide services align with and support the school/district goals<br>☐ Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in committees, working with student groups, advising, etc.)<br>☐ Maintains accurate records of support provided that help the school/district achieve goals<br>☐ Provides accurate and relevant input to support the school/district |
| **Example Implementation Evidence**<br><br>☐ Artifacts reveal the instructional support member helped individual or groups of students achieve goals<br>☐ Artifacts reveal the instructional support member achieved goals to provide supporting services<br>☐ Artifacts confirm the instructional support member helped the school/district achieve goals<br>☐ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals |

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

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

## Domain 2: Supporting Student Achievement

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

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LEARNING AND PERFORMANCE MANAGEMENT

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

## 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**

- ☐ 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)

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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. | 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 any technique used in the lesson)<br>☐ Begins the lesson or activity by explaining why upcoming content is important<br>☐ Accurately identifies critical content<br>☐ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)<br>☐ Cues the importance of upcoming content in some direct and/or indirect fashion<br>• Tone of voice<br>• Body position<br>• Level of excitement<br>• 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.)<br><br>☐ Describe the level of importance of the content addressed in the lesson or activity<br>☐ Explain why it is important to pay attention to the content<br>☐ Body language and other visible behaviors indicate students pay attention to 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. | 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.<br><br>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 any technique used in the lesson)<br><br>☐ Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time<br>☐ Asks detail questions<br>☐ Asks category questions<br>☐ Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations, etc.)<br>☐ Asks students to provide evidence (e.g. prior knowledge, textual evidence, etc.) for their elaborations<br>☐ Presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught<br>☐ Models the process of using evidence to support elaboration<br>☐ Models processes and proficiencies to support mathematical elaboration<br>☐ 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.)<br><br>☐ Answer detail questions about the content<br>☐ Identify characteristics of content-related categories<br>☐ Make general elaborations about the content<br>☐ Provide evidence and support for elaborations<br>☐ Identify basic relationships between ideas and how one idea relates to another<br>☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences<br>☐ Discussions demonstrate students can make well-supported elaborative inferences<br>☐ Discussions are grounded in evidence from text, both literary and informational<br>☐ 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.<br><br>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 any technique used in the lesson)

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

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

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

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| 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.<br><br>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 any technique used in the lesson)

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

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

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

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| 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.<br><br>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 any technique used in the lesson)

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

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

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

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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.<br><br>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 any evidence demonstrated)<br><br>☐ Uses a reflection process for analysis of specific strengths and weaknesses<br>☐ Keeps track of specifically identified focus areas for improvement<br>☐ Identifies and keeps track of specific areas identified based on individual interest<br>☐ Describes how specific areas for improvement are identified<br>☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility<br>☐ Provides a written analysis of specific causes of success or difficulty<br>☐ Explains the differential effects of specific strategies and behaviors that yield results<br>☐ 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. |

| **Using Data and Feedback to Support Changes to Professional Practice** |
|---|
| **Focus Statement:** Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress. |
| **Desired Effect:** Instructional support member demonstrates professional growth. |
| **Example Instructional Support Member Evidence** (Check any evidence demonstrated)<br><br>☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources<br>☐ Identifies the data and feedback used to develop a professional growth plan<br>☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources<br>☐ 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)<br>☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence<br>☐ Charts progress toward professional growth plan goals and supports by evidence<br>☐ Seeks mentorship from experts in area of professional responsibility<br>☐ 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. |

 

## Domain 4: Professional Responsibilities

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

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

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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. | 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. |

 

| Adhering to School and District Policies and Procedures |
|---|
| **Focus Statement:** Instructional support member is knowledgeable about and adheres to school and district policies and procedures. |
| **Desired Effect:** Instructional support member self-monitors adherence to district policies and procedures. |
| **Example Instructional Support Member Evidence** (Check any evidence demonstrated)<br><br>☐ Performs assigned duties<br>☐ Follows policies, regulations, and procedures<br>☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records)<br>☐ Fulfills responsibilities in a timely manner<br>☐ Demonstrates understanding of legal issues related to students and families<br>☐ Demonstrates personal integrity<br>☐ Ensures privacy and confidentiality<br>☐ Documents specific situations in which he/she adheres to rules and procedures<br>☐ Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position |

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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. | Is knowledgeable about and adheres to school and district policies and procedures. | Is knowledgeable about and adheres to school and district rules *and* self-monitors adherence to district policies and procedures. | Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures. |

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LEARNING AND PERFORMANCE MANAGEMENT

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

## 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.*

**Plan for Student Performance Data Use: 2022-2023**

**High School:**

| Job Description | Student |
|---|---|
| **HS FAST subjects (9, 10 ELA, Reading)** | FAST State assessment |
| **HS FSA grade level, non-FAST subjects** | FAST ELA Scores<br>District Common Exams |
| **Algebra** | Algebra EOC |
| **Biology** | Biology EOC |
| **Geometry** | Geometry EOC |
| **US History (11th grade)** | US History EOC |
| **Non-FAST grade level and Non-State EOC courses** | -FSA/FAST retakes<br>-SAT/ACT<br>-District Common Exams |
| **AP Teachers** | AP Exams |
| **IB Teachers** | IB Exams |
| **AICE Teachers** | AICE Exams |

**Middle School:**

| Job Description | Student |
|---|---|
| **Middle School FAST Subjects** | FAST State assessment |
| **Middle School non-FAST Subjects** | FAST ELA Scores<br>District Common Exams |
| **Middle School Algebra, Civics, Geometry (EOC)** | State EOCs |

**Elementary:**

| Job Description | Student |
|---|---|
| **PreK** | FAST STAR State assessments |
| **Kindergarten** | FAST STAR State assessments |
| **First Grade** | FAST STAR State assessments |
| **Second Grade** | FAST STAR State assessments |
| **Third Grade** | FAST State assessments |
| **Fourth Grade** | FAST State assessments |
| **Fifth Grade** | FAST State assessments |
| **Elementary Art, Music, PE** | FAST State assessments |
| **Elementary Library Media Tech** | FAST State assessments |

**Student Services:**

| Job Description | Student |
|---|---|
| **Guidance: Elementary** | FAST ELA Schoolwide |
| **Guidance: Middle** | FAST ELA Schoolwide |
| **Guidance: High** | $9^{th}$-$11^{th}$ grade: Grade level FAST ELA<br>$12^{th}$ grade: Cohort on-track |
| **Educational Diagnosticians (Student Services only)** | FAST ELA Scores based on percentage of time at schools served |
| **Psychologists** | FAST ELA Scores based on percentage of time at schools served |
| **Social Workers** | FAST ELA Scores based on percentage of time at schools served |
| **Student Service staff not assigned to any school** | FAST ELA Scores based on percentage of time at schools served |

| Job Description | Student |
|---|---|
| **Self-Contained: Access Standards (preK-12)** | - PreK: ABELLS<br>- 3-12: FSAA |
| **Self-Contained: Standard Diploma (preK-12)** | Same as general education teachers |
| **Varying Exceptionalities (VE): Co-Teach (All students in class assigned)** | Same as general education teachers |
| **Varying Exceptionalities (VE): Support Facilitation (ESE students assigned)** | Same as general education teachers |
| **Teacher on Special Assignment (TSA): MS** | Schoolwide FSAA ESE Proficiency score |
| **Teacher on Special Assignment (TSA): HS** | Schoolwide FSAA ESE Proficiency score |
| **Behavior Specialist (65% ESE/35% GenEd)** | Schoolwide FSAA ESE Proficiency score<br>(65%) Schoolwide Student Performance Score (35%) |
| **Speech Language Pathologist (SLP)** | FSAA<br>Individual FAST Student Performance Score<br>Combination: FSAA & Individual FAST Student Performance Score |
| **Educational Diagnostician (CED, AED)** | FAST districtwide Student Performance Score |
| **Occupational Therapist/ Physical Therapist (OT/PT)** | FSAA<br>Individual FAST Student Performance Score<br>Combination: FSAA & Individual FAST Student Performance Score |
| **Vision, Deaf/Hard of Hearing** | General Ed: FAST Access: FSAA |

**National, State, Local Assessment, EOC, and Exam Scores – Comparison Model**
**For Non-VAM Courses**

Uses National, State, Local assessment, EOC and exam performance and comparison to the district averages to assign a student performance score. Class average scores of the most recent FSA administration or a pretest is used to determine the appropriate staring column for each teacher. The list of assessments used in these calculations are included in Appendix D – Student Performance Measures table.

| **Final Assessment and Exam Results** – Performance Compared to the District Average | Class Average Score of **Most Recent FSA Administration or Pretest** | | |
|---|---|---|---|
| | Low | Average | High |
| Performance for Current Year **Highest (90th Percentile)** | HE | HE | HE |
| Performance for Current Year **Higher (75th Percentile)** | HE | E | E |
| Performance for Current Year **Average (50th Percentile)** | E | E | E |
| Performance for Current Year **Lower (35th Percentile)** | E | E | **NI** |
| Performance for Current Year **Lowest (10th Percentile)** | E | **NI** | **U** |

| | **Highly Effective** | **Effective** | **Needs Imp.** | **Unsatisfactory** |
|---|---|---|---|---|
| **Student Growth 4-pt Scale** | 3.5-4 | 2.5-3.49 | 1.5-2.49 | 1-1.49 |

**Grade 2 Reading MAP Tests – Comparison Model**
**2018-2019**

Uses MAP performance and comparison to the district averages to assign a student performance score.

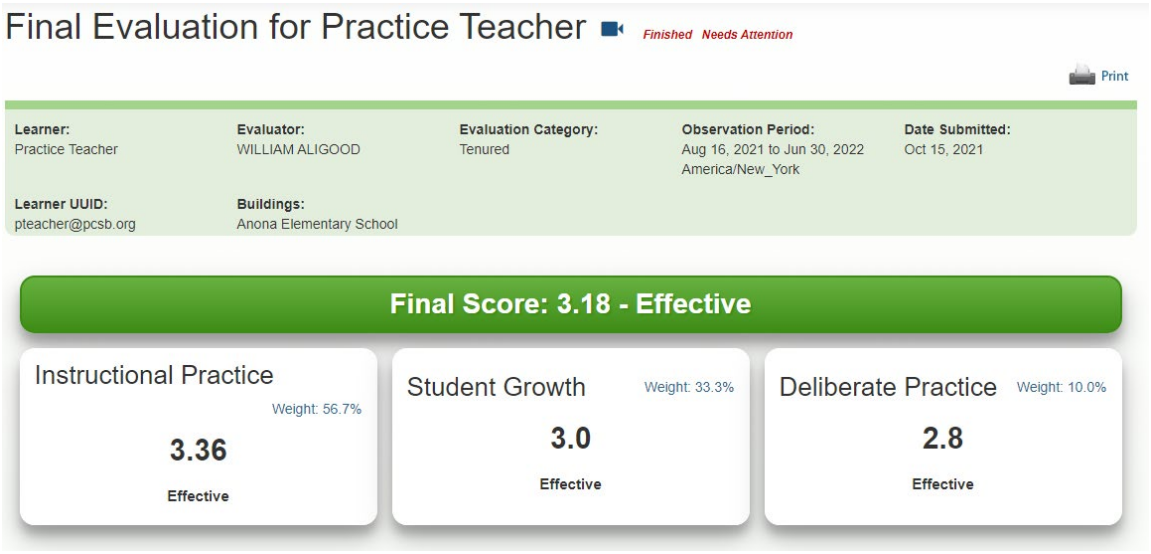
| **MAP Spring 2019 Results** – Performance Compared to the District Average RIT Score 189 | Class Average Score of **MAP Fall 2018** Administration (179 RIT) | | |
|---|---|---|---|
| | Low **<164** | Average **165-192** | High >**193** |
| Performance for Current Year Highest **207+** | HE 4 | HE 3.75 | HE 3.5 |
| Performance for Current Year Higher **198-206** | HE 3.5 | E 3.25 | E 3 |
| Performance for Current Year Average **186-197** | E 3.25 | E 3 | E 2.75 |
| Performance for Current Year Lower **171-185** | E 3 | E 2.75 | **NI 2.25** |
| Performance for Current Year Lowest **-170** | E 2.75 | **NI 1.5** | **U 1.25** |

| | **Highly Effective** | **Effective** | **Needs Imp.** | **Unsatisfactory** |
|---|---|---|---|---|
| **Student Growth 4-pt Scale** | 3.5-4 | 2.5-3.49 | 1.5-2.49 | 1-1.49 |

# Appendix E – Summative Evaluation Forms

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

The final evaluation document is presented digitally using the iObservation platform. A sample of the final evaluation is pictured below and on the following pages:



Final Evaluation for Practice Teacher Finished Needs Attention

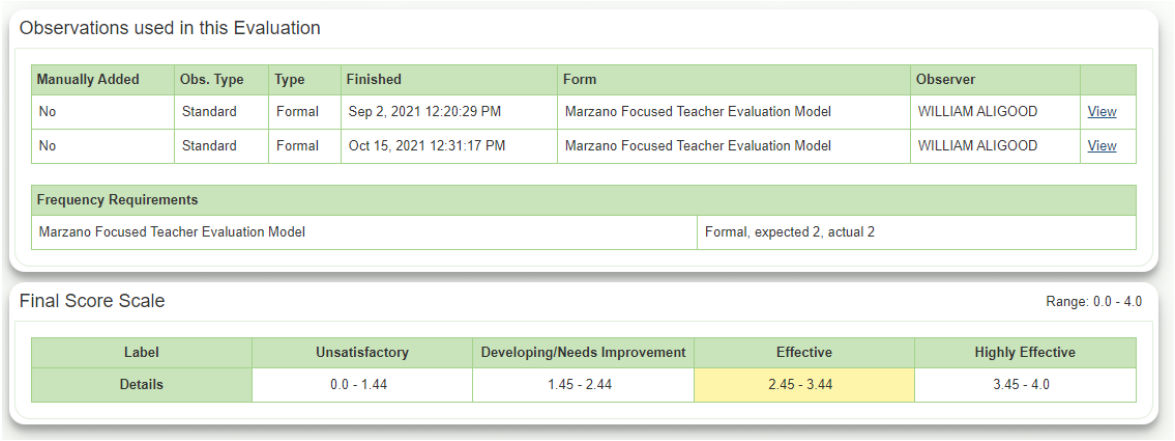
Print

| Learner: | Evaluator: | Evaluation Category: | Observation Period: | Date Submitted: |
|---|---|---|---|---|
| Practice Teacher | WILLIAM ALIGOOD | Tenured | Aug 16, 2021 to Jun 30, 2022 America/New_York | Oct 15, 2021 |

| Learner UUID: | Buildings: |
|---|---|
| pteacher@pcsb.org | Anona Elementary School |

**Final Score: 3.18 - Effective**

| Instructional Practice | Student Growth | Deliberate Practice |
|---|---|---|
| Weight: 56.7% | Weight: 33.3% | Weight: 10.0% |
| 3.36 | 3.0 | 2.8 |
| Effective | Effective | Effective |



Observations used in this Evaluation

| Manually Added | Obs. Type | Type | Finished | Form | Observer | |
|---|---|---|---|---|---|---|
| No | Standard | Formal | Sep 2, 2021 12:20:29 PM | Marzano Focused Teacher Evaluation Model | WILLIAM ALIGOOD | View |
| No | Standard | Formal | Oct 15, 2021 12:31:17 PM | Marzano Focused Teacher Evaluation Model | WILLIAM ALIGOOD | View |

| Frequency Requirements | |
|---|---|
| Marzano Focused Teacher Evaluation Model | Formal, expected 2, actual 2 |

Final Score Scale — Range: 0.0 - 4.0

| Label | Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|---|---|---|---|---|
| Details | 0.0 - 1.44 | 1.45 - 2.44 | 2.45 - 3.44 | 3.45 - 4.0 |

Instructional Practice: 3.36 - Effective

Instructional Practice Scale — Weight: 56.7% | Range: 0.0 - 4.0

| Label | Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|---|---|---|---|---|
| Details | 0.0 - 1.44 | 1.45 - 2.44 | 2.45 - 3.44 | 3.45 - 4.0 |

## Standards-Based Planning

Score: 3.33 - Effective

**Weight:** 14.0%

| Look-for | Last Observations | Evaluation Score |
|---|---|---|
| Planning Standards-Based Lessons/Units | Ap, Dv | Applying 3 |
| Aligning Resources to Standard(s) | Ap, Ap | Applying 3 |
| Planning to Close the Achievement Gap Using Data | Ap, In | Innovating 4 |
| | | **Standards-Based Planning Score: 3.33** |

## Standards-Based Instruction

Score: 3.57 - Highly Effective

**Weight:** 34.0%

| Look-for | Last Observations | Evaluation Score |
|---|---|---|
| Identifying Critical Content from the Standards | Ap, Ap | Applying 3 |
| Previewing New Content | Ap, Ap | Applying 3 |
| Helping Students Process New Content | In, In | Innovating 4 |
| Using Questions to Help Students Elaborate on Content | In, - | Innovating 4 |
| Reviewing Content | Ap, Dv | Applying 3 |
| Helping Students Practice Skills, Strategies, and Processes *Dropped* | Ap, Ap | - |
| Helping Students Examine Similarities and Differences | In, Ap | Innovating 4 |
| Helping Students Examine Their Reasoning *Dropped* | Ap, Ap | - |
| Helping Students Revise Knowledge *Dropped* | Dv, Ap | - |
| Helping Students Engage in Cognitively Complex Tasks | In, Ap | Innovating 4 |
| | | **Standards-Based Instruction Score: 3.57** |

## Conditions for Learning

Score: 3.0 - Effective

**Weight:** 34.0%

| Look-for | Last Observations | Evaluation Score |
|---|---|---|
| Using Formative Assessment to Track Progress | Ap Dv | Applying 3 |
| Providing Feedback and Celebrating Progress | Dv Ap | Applying 3 |
| Organizing Students to Interact with Content | Dv Ap | Applying 3 |
| Establishing and Acknowledging Adherence to Rules and Procedures | Ap Dv | Applying 3 |
| Using Engagement Strategies | Ap Ap | Applying 3 |
| Establishing and Maintaining Effective Relationships in a Student-Centered Classroom | Ap Ap | Applying 3 |
| Communicating High Expectations for Each Student to Close the Achievement Gap | Ap Ap | Applying 3 |
| | | **Conditions for Learning Score: 3.0** |

## Professional Responsibilities

Score: 3.67 - Highly Effective

**Weight:** 18.0%

| Look-for | Last Observations | Evaluation Score |
|---|---|---|
| Adhering to School/District Policies and Procedures | Ap Ap | Applying 3 |
| Maintaining Expertise in Content and Pedagogy | In Dv | Innovating 4 |
| Promoting Teacher Leadership and Collaboration | In Ap | Innovating 4 |
| | | **Professional Responsibilities Score: 3.67** |

# Student Growth: 3.0 - Effective

### Student Growth Scale

Weight: 33.3% | Range: 0.0 - 4.0

| Label | Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|---|---|---|---|---|
| Details | 0.0 - 1.44 | 1.45 - 2.44 | 2.45 - 3.44 | 3.45 - 4.0 |

### Student Growth

Weight: 33.3%

**3.0**

**Effective**

## Deliberate Practice: 2.8 - Effective

Deliberate Practice Scale — Weight: 10.0% | Range: 0.0 - 10.0

| Label | Highly Effective | Effective | Developing/Needs Improvement | Unsatisfactory |
|---|---|---|---|---|
| Details | 8.0 - 10.0 | 4.0 - 7.0 | 2.0 - 3.0 | 0.0 - 1.0 |
| Value | 4.0 | 2.8 | 1.2 | 0.0 |

Deliberate Practice — Weight: 10.0%

**2.8**

**Effective**

## Approval and Notifications

Signatures *Needs Attention*

This evaluation was finished by **WILLIAM ALIGOOD** on **Oct 15, 2021 12:31:56 PM**.

☐ I, Practice Teacher, acknowledge these evaluation results.

**Additional Acknowledgment**

☐ I, Practice Teacher, acknowledge receiving the Student Growth rating **3.0 - Effective**.

WILLIAM ALIGOOD acknowledged the Student Growth rating on Oct 15, 2021 12:31:56 PM.

☐ I, Practice Teacher, acknowledge receiving the Final Score rating **3.18 - Effective**.

WILLIAM ALIGOOD acknowledged the Final Score rating on Oct 15, 2021 12:31:56 PM.

☐ I, Practice Teacher, acknowledge receiving the Instructional Practice rating **3.36 - Effective**.

WILLIAM ALIGOOD acknowledged the Instructional Practice rating on Oct 15, 2021 12:31:56 PM.

☐ I, Practice Teacher, acknowledge receiving the Deliberate Practice rating **2.8 - Effective**.

WILLIAM ALIGOOD acknowledged the Deliberate Practice rating on Oct 15, 2021 12:31:56 PM.

**Practice Teacher's comments:**

Save