Broward County Public Schools

2015-2016

Instructional Evaluation System Template

Rule 6A-5.030
Form IEST-2015
Effective Date: October 2015

Broward County Public Schools

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system 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.**

1. Performance of Students

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

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Student Performance Measures

For the Student Performance measure for teachers (**which will be worth 50% of the evaluation for all instructional personnel**), the charts below display the assessments to be used in 2015-16. For the assessments covered by the State's VAM Models, VAM scores will be used for the Student Performance measure for the appropriate teachers. For the assessments not covered by the State's VAM Models (displayed in the chart below), local growth models will be developed to classify teachers as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Proficiency models may be used for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available and agreed upon. If less than the three most recent years of data are available and agreed upon, those years for which data are available will be used. Classroom teachers newly hired by the district will utilize the same methodologies described above for the final evaluation. For the newly hired teachers' first evaluation, the district will allow the site-based administrator to determine the appropriate Student Performance measure weighted at 50%, as state-issued student performance data is not available at the time of the first evaluation.

Elementary School		
Teacher Type	**Assessment**	**Methodology**
4th-5th Grade FSA Reading/Math Teachers	FSA	State VAM
4th-5th Grade Non-FSA Teachers	FSA	Local Growth Model
5th Grade FCAT Science Teachers	FCAT Science	Local Growth Model
3rd Grade Teachers	FSA	Local Growth Model
2nd Grade Teachers	Running Records and/or local end-of-year Primary Reading Test (PRT)	Local Growth Model
1st Grade Teachers	Running Records and/or local end-of-year Primary Reading Test (PRT)	Local Growth Model
Kindergarten Teachers	Early Literacy Skills Checklist	Local Growth Model
Pre-K Teachers	Teaching Strategies Gold	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (whole school or district-wide responsibility)	FSA	State VAM

Middle School		
Teacher Type	**Assessment**	**Methodology**
6th-8th Grade FSA Reading/Math Teachers	FSA	State VAM
6th-8th Grade Non-FSA Teachers	FSA	Local Growth Model
8th Grade Algebra I Teachers	Algebra I EOC	State VAM
8th Grade FCAT-Science Teachers	FCAT Science	Local Growth Model
7th Grade Algebra I Teachers	Algebra I EOC	Local Growth Model
Civics Teachers	Civics EOC	Local Growth Model
Biology Teachers	Biology EOC	Local Growth Model
Geometry Teachers	Geometry EOC	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (whole school or district-wide responsibility)	FSA	State VAM

High School		
Teacher Type	**Assessment**	**Methodology**
9th-10th Grade FSA Reading Teachers	FSA	State VAM
9th-10th Grade Non-FSA Teachers	FSA	Local Growth Model
9th Grade Algebra I Teachers	Algebra I EOC	State VAM
Algebra 2 Teachers	Algebra 2 EOC	Local Growth Model
Biology Teachers	Biology EOC	Local Growth Model
Geometry Teachers	Geometry EOC	Local Growth Model
U.S. History Teachers	US History EOC	Local Growth Model
Advanced Placement Teachers	AP Test	Local Growth Model
IB Teachers	IB test	Local Growth Model
AICE Teachers	AICE test	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Remaining Classroom Teachers	SAT, ACT, or Local Assessment	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (whole school or district-wide responsibility)	FSA	State VAM

The Student Performance Rating will then be determined utilizing the appropriate methodology. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective - 4 points
Effective - 3 points
Needs Improvement - 2 points
Unsatisfactory - 1 point

This Student Performance Rating (**worth 50%**) will then be combined with the Instructional Practice (**49%**) and Deliberate Practice Rating (**1%**) to determine a teacher's Overall Evaluation Rating.

2. Instructional Practice

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
- Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
- For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
- For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
- For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
- For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

The Broward Instructional Development and Growth Evaluation System (BrIDGES) for Broward County Public Schools will foster high quality instruction and increase student achievement. This will be monitored through the use of Instructional Practice and Student Performance Scores.

EVALUATION RATINGS

Determining Employee BrIDGES Ratings
A multiple step process in the specific order listed below determines employee ratings. The Instructional Practice Rating is comprised of this score.

The Instructional Practice Score addresses overall proficiency as it relates the BrIDGES instrument. It reflects the continued use of key strategies implemented by the employee. The Instructional practice score will count for 49% of the teachers' overall evaluation.

Rating Key Strategies
Each observed key strategy is individually rated as a part of the conference/observation/ summative evaluation process. In accordance with Florida Statute, the key strategies are rated as:

Highly Effective - Collected evidence supports this rating when the employee exceeds the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at four (4) points and noted within BrIDGES as Innovating.

Effective – Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at three (3) points and noted as Applying or (2.5) points, noted as Developing.

Needs Improvement – Collected evidence supports this rating when the employee partially implements strategies in the observed area on an inconsistent basis. This rating is valued at two (2) points, noted as Beginning.

Unsatisfactory – Collected evidence supports this rating when the employee regularly fails to implement the strategy or regularly uses it incorrectly in the observed area. This rating is valued at one (1) point, noted as Unsatisfactory.

Classroom teachers and other instructional personnel evaluation ratings are based upon the following:

Employee instructional practices as observed and evaluated in the assigned work environment and based on the Florida Educator Accomplished Practices. These include evaluation criteria included in BrIDGES conferences, observation and summative evaluation instruments. The final Instructional Practice Rating is determined in the manner described below in compliance with Florida Statutes. Observed instructional practices are based on the Robert Marzano model and are divided into four domains. Each domain is further divided into key strategies on the summative evaluation form. Below are the domains with the number of key strategies in parentheses:

1. Classroom Strategies and Behaviors (41)
2. Planning and Preparation (8)
3. Reflecting on Teaching (5)
4. Collegiality and Professionalism (6)

Domains were incorporated into the BrIDGES in stages. Domain 1 was incorporated into BrIDGES at the start of the 2011-2012 school year. The remaining domains were incorporated into BrIDGES at the beginning of the 2012-13 school year.

Determining Instructional Practice Score for Classroom and Non-Classroom Teachers:

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

Step 1: The evaluator rates each of the observed Elements within BrIDGES. There are four domains and a total of sixty elements. In year one, Domain 1: Classroom Strategies and Behaviors will be implemented. Domains 2, 3, and 4 will be implemented in the second year of BrIDGES. The ratings for each element are valued as follows: Innovating – 4, Applying – 3, Developing 2.5, Beginning – 2, and Beginning – 1.

Step 2: The applicable evidence is compiled for each observed Element at each level (Highly Effective, Effective, etc.) for each of the four domains. In year one, only observed strategies in Domain 1 were used. All 4 domains will be used beginning in 2012-13.

Step 3: For each domain, the percentage of the total amount of datamarks is determined. In year one, Domain 1 accounted for 100%. Beginning in 2012-13, the Domains will be weighted as follows:

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

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

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

All classroom observations and data discussions must be conducted at the end of the evaluation period for all teachers. In an end-of-year interim evaluation conference, the Principal/Designee will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Instructional Practice Score is discussed in detail with a full explanation of the rating.

DISTRICT EVALUATION FRAMEWORK

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

Domain 1: Classroom Strategies and Behaviors
Domain 2: Preparing and Planning
Domain 3: Reflecting on Teaching
Domain 4: Collegiality and Professionalism

The four domains include 60 elements (key strategies): 41 in Domain 1, 8 in Domain 2, 5 in Domain 3, and 6 in Domain 4. The specifics of each domain are outlined below.

In addition to being drawn from previous research, the specific strategies in the model have been validated in experimental/control studies and correlational studies as well as in the context of specific technologies (http://www.marzanoresearch.com/documents/ResearchBaseforMarzano Model08-24-11.pdf) A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coaches. Finally, the model is designed to help teachers systematically improve on

weakness in their instructional practices over an extended period of time.

Domain 1: Classroom Strategies and Behaviors

Domain 1 focuses on classroom strategies and behaviors that impact student achievement. Given that forty-one of the sixty elements in the model are from Domain 1, the model clearly emphasizes what occurs in the classroom, which differentiates it from some other teacher evaluation models. The forty-one elements in Domain 1 are divided into three segments:
(1) segments involving routine events, (2) segments addressing content, and (3) segments enacted on the spot.

Domain 1: Segments Involving Routine Events

Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
Element 1: Providing rigorous learning goals and performance scales (rubrics)
Element 2: Tracking student progress
Element 3: Celebrating success

Design Question: What will I do to establish and maintain classroom rules and procedures?
Element 4: Establishing and maintaining classroom rules and procedures
Element 5: Organizing the physical layout of the classroom

Domain 1: Segments Addressing Content

Design Question: What will I do to help students effectively interact with new knowledge?
Element 6: Identifying critical content
Element 7: Organizing students to interact with new content
Element 8: Previewing new content
Element 9: Chunking content into "digestible bites"
Element 10: Helping students process new content
Element 11: Helping students elaborate on new content
Element 12: Helping students record and represent knowledge
Element 13: Helping students reflect on their learning

Design Question: What will I do to help students practice and deepen their understanding of new knowledge?
Element 14: Reviewing content
Element 15: Organizing students to practice and deepen knowledge
Element 16: Using homework
Element 17: Helping students examine similarities and differences
Element 18: Helping students examine errors in reasoning
Element 19: Helping students practice skills, strategies, and processes
Element 20: Helping students revise knowledge

Design Question: What will I do to help students generate and test hypotheses about new knowledge?
Element 21: Organizing students for cognitively complex tasks
Element 22: Engaging students in cognitively complex tasks involving hypothesis generation and testing
Element 23: Providing resources and guidance for cognitively complex tasks

Domain 1: Segments Enacted on the Spot

Design Question: What will I do to engage students?
Element 24: Noticing when students are not engaged
Element 25: Using academic games
Element 26: Managing response rates
Element 27: Using physical movement
Element 28: Maintaining a lively pace
Element 29: Demonstrating intensity and enthusiasm
Element 30: Using friendly controversy
Element 31: Providing opportunities for students to talk about themselves
Element 32: Presenting unusual or intriguing information

Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
Element 33: Demonstrating "withitness"
Element 34: Applying consequences for lack of adherence to rules and procedures
Element 35: Acknowledging adherence to rules and procedures

Design Question: What will I do to establish and maintain effective relationships with students?
Element 36: Understanding students' interests and backgrounds
Element 37: Using verbal and nonverbal behaviors that indicate affection for students
Element 38: Displaying objectivity and control

Design Question: What will I do to communicate high expectations for all students?
Element 39: Demonstrating value and respect for low-expectancy students
Element 40: Asking questions of low-expectancy students
Element 41: Probing incorrect answers with low-expectancy students

Domain 2: Planning and Preparing

Domain 2 focuses on planning and preparing, both of which are assumed to be directly linked to classroom strategies and behaviors. Careful planning and preparation gives a teacher enough time to incorporate effective classroom strategies and behaviors. The eight elements in Domain 2 are divided into three categories: (1) planning and preparing for lessons and units, (2) planning and preparing for use of materials and technology, and (3) planning and preparing for special needs of students.

Domain 2: Planning and Preparing for Lessons and Units

Element 1: Planning and preparing for effective scaffolding of information within lessons
Element 2: Planning and preparing for lessons within a unit that progress toward a deep understanding and transfer of content
Element 3: Planning and preparing for appropriate attention to established content standards

Domain 2: Planning and Preparing for Use of Materials and Technology

Element 4: Planning and preparing for the use of available materials for upcoming units and lessons
Element 5: Planning and preparing for the use of available technologies such as interactive whiteboards, response systems, and computers

Domain 2: Planning and Preparing for Special Needs of Students

Element 6: Planning and preparing for the needs of English language learners
Element 7: Planning and preparing for the needs of special education students
Element 8: Planning and preparing for the needs of students who come from home environments that offer little support for schooling

Domain 3: Reflecting on Teaching

Domain 3 focuses on teacher self-reflection, a vital metacognitive step in teacher development. The five elements in Domain 3 are divided into two categories: (1) evaluating personal performance and (2) developing and implementing a professional growth plan.

Domain 3: Evaluating Personal Performance

Element 1: Identifying specific areas of pedagogical strength and weakness within Domain 1
Element 2: Evaluating the effectiveness of individual lessons and units
Element 3: Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students

Domain 3: Developing and Implementing a Professional Growth and Development Plan

Element 4: Developing a written growth and development plan
Element 5: Monitoring progress relative to the professional growth and development plan

Domain 4: Collegiality and Professionalism

Domain 4 focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish. The six elements in Domain 4 are divided into three categories: (1) promoting a positive environment, (2) promoting exchange of ideas and strategies, and (3) promoting district and school development.

Domain 4: Promoting a Positive Environment

Element 1: Promoting positive interactions about colleagues
Element 2: Promoting positive interactions about students and parents

Domain 4: Promoting Exchange of Ideas and Strategies

Element 3: Seeking mentorship for areas of need or interest
Element 4: Mentoring other teachers and sharing ideas and strategies

Domain 4: Promoting District and School Development

Element 5: Adhering to district and school rules and procedures
Element 6: Participating in district and school initiatives

As indicated above, Domain 1 contains forty-one elements, Domain 2 contains eight elements, Domain 3 contains five elements, and Domain 4 contains six elements. Teacher status and growth can be assessed in each component of the model in a manner that is consistent with state guidelines and the requirements of Race to the Top legislation.

The following optional chart is provided to display the crosswalk of the district's evaluation framework to the Educator Accomplished Practices.

Alignment to the Florida Educator Accomplished Practices (FEAPs)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
c. Designs instruction for students to achieve mastery;	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Content** C 2 Organizing to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
d. Selects appropriate formative assessments to monitor learning;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
e. Uses diagnostic student data to plan lessons; and,	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs od special education students 2.3.3 Planning and preparing for the needs of students who come from environments that offer little support for schooling **Content** C 11 Homework **Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students **3.1 Evaluating Personal Performance** 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) **3.2 Developing a Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan **4.1 Promoting a Positive Environment** 4.1.1 Promoting positive interaction with colleagues

	4.1.2 Promoting positive interactions with students and parents **4.2 Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies **4.3 Promoting District and School Development** 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Content** C 2 Organizing students to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **2.3 Planning and Preparing or Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 4 Established classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 13 Understanding students' interest and backgrounds EOS 10 Demonstrating "withitness" EOS 15 Displaying objectivity and control
b. Manages individual and class behaviors through a well-planned management system;	**Routine Events** RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for the lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge
c. Conveys high expectations to all students;	**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
d. Respects students' cultural linguistic and family background;	**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success

	Content C 1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
e. Models clear, acceptable oral and written communication skills;	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" **Enacted on the Spot** EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures
f. Maintains a climate of openness, inquiry, fairness and support;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success **Content** C 1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behavior that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students OS 18 Probing incorrect answers with low expectancy students
g. Integrates current information and communication technologies;	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	**2.1. Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **4.2. Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies **Content** C 1 Identifying critical content C 2 Organizing students to interact with new content C 10 Organizing students to practice and deep new knowledge C 16 Organizing students for cognitively complex tasks **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot**

	EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules an procedures EOS 13 Understanding students' interests and backgrounds EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons; b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; c. Identify gaps in students' subject matter knowledge; d. Modify instruction to respond to preconceptions or misconceptions;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lesson 2.1.2 Planning and preparing for lessons within units that progress towards a deep understanding and transfer of content **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" C 5 Processing new content C 7 Recording and representing knowledge C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitive complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance for cognitively complex task **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual and intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and background EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
e. Relate and integrate the subject matter with other	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards

disciplines and life experiences;	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** Re 1 Providing rigorous learning goals and scales RE 2 Tracking student progress Re 3 Celebrating success Re 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students **4.2. Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies
f. Employ higher-order questioning techniques;	**Content** C 1 identifying critical content C 5 Processing new content C 6 Elaborating on new content C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 12 Examining similarities C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge **Enacted on the Spot** EOS 3 Managing response rates EOS 7 Using friendly controversy
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success **Content** C 2 Organizing students to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
h. Differentiate instruction based on an assessment of student learning	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards

needs and recognition of individual differences in students;	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** EOS 13 Understanding students' interests and backgrounds
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" **Enacted on the Spot** EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for school **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and background
4. Assessment The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures **Content** C 2 Organizing students to interact with new content C 3 Managing response rates C 5 Processing new content C 6 Elaborating on new content C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content

	C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis testing C 18 Providing resources and guidance for cognitively complex tasks **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
c. Use a variety of assessment tools to monitor student progress, achievement and learning gains;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	**2.3 Planning and Preparing for Special Needs Students** 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success **Enacted on the Spot** EOS 3 Managing response rates
f. Applies technology to organize and integrate assessment information.	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 2 Tracking student progress

instruction based on students' needs; b. Examines and uses data-informed research to improve instruction and student achievement; c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; e. Engages in targeted professional growth opportunities and reflective practices; and, f. Implements knowledge and skills learned in professional development in the teaching and learning process.	RE 3 Celebrating Success **Content** C 11 Homework **Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students **3.1 Evaluating Personal Performance** 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) **3.2 Developing a Professional Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan **4.1 Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents **4.2 Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies **4.3 Promoting District and School Development** 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiative
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator 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.	**Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students **4.1 Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents **4.3 Promoting District and School Development** 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiative

BRIDGES PROCEDURES FOR CLASSROOM AND NON-CLASSROOM TEACHERS

Required Evaluations
Evaluations will be conducted by the credentialed observer who supervises the employee to include principal, director, and his/her designee (assistant principal and supervisor). Input into the evaluation may also be provided from credentialed district staff.

Data Collection
The following techniques are used to gather data on employee performance. Evaluators use multiple techniques to understand actual performance and develop performance ratings.

Observations: A variety of classroom observation techniques based on Dr. Robert Marzano's system are incorporated into the instrument. Although the principal, designee, or other trained evaluator typically initiates observations, the employee may request additional observations.

Informal classroom observations: Informal observations are made periodically by the principal, designee, or other trained evaluator. Such observations may be announced or unannounced and are 15-25 minutes in duration.

Formal classroom observations: Formal observations are primarily initiated by the principal, designee, or other trained evaluator. Employees may, however, request a formal observation and all such requests will be honored. These are not less than 30 minutes in duration.
Formal observations may be announced or unannounced.

Snap Shot Observations: Snap Shot observations may be announced or unannounced. Such observations may occur inside or outside the classroom and are 3-10 minutes in duration. The purpose of such observations is to allow trained evaluators to gather information regarding instructional practices and behaviors on a regular basis.

Meetings: A variety of meetings, based on Dr. Robert Marzano's system, are incorporated into the instrument.

> **Pre-Conference**: One pre-conference must be offered to every classroom teacher, prior to one formal observation. For probationary teachers, it is a face-to-face pre-conference. For experienced teachers, the teacher may complete Pre-Conference Form A or B, or may request a face-to-face pre-conference.
> **Post-Conference:** A post-conference is required after every formal observation within ten workdays.
>
> **Meetings**: For non-classroom teachers, that are not able to be observed in a teaching capacity, administrators may hold meetings in order to rate the employee on his/her practices.

Meeting Reviews for Non-Classroom Probationary Teachers
Probationary teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Either a site-based administrator or designee will conduct

data reviews. Probationary teachers will receive feedback on their performance during each meeting review.

Meeting Reviews for Non-Classroom Teachers

Non-Classroom teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback during each meeting review.

2014 Marzano Teacher Evaluation Model
Learning Map

Domain 1: Classroom Strategies and Behaviors

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

Lesson Segment Involving Routine Events

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

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

Lesson Segment Addressing Content

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

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

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

Lesson Segment Enacted on the Spot

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

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

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

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

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

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

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Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rule and Procedures
60. Participating in District and School Initiatives

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Marzano Protocol: Lesson Segment Involving Routine Events

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

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

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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2. Tracking Student Progress

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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3. Celebrating Success

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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

4. Establishing Classroom Routines

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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5. Organizing the Physical Layout of the Classroom

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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Marzano Protocol: Lesson Segment Addressing Content

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

6. Identifying Critical Content

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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7. Organizing Students to Interact with New Content

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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8. Previewing New Content

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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9. Chunking Content into "Digestible Bites"

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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10. Helping Students Process New Content

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

Example Teacher Evidence

- ❒ Teacher employs formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ❒ Teacher uses informal strategies to engage group members in actively processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- ❒ Teacher facilitates group members in generating conclusions

Example Student Evidence

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

Scale

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

Reflection Questions

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

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11. Helping Students Elaborate on New Content

The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

Example Teacher Evidence

- ❒ Teacher asks questions that require students to make elaborative inferences about the content
- ❒ Teacher asks students to provide evidences for their inferences
- ❒ Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

Example Student Evidence

- ❒ Students volunteer answers to inferential questions
- ❒ Students provide evidence for their inferences
- ❒ Student artifacts demonstrate students can make elaborative inferences
- ❒ Students can identify basic relationships between ideas and how one idea relates to others

Scale

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

Reflection Questions

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

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12. Helping Students Record and Represent Knowledge

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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13. Helping Students Reflect on Learning

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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

14. Reviewing Content

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

Example Teacher Evidence

- ❒ Teacher begins the lesson with a brief review of content
- ❒ Teacher systematically emphasizes the cumulative nature of the content
- ❒ Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity

Example Student Evidence

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

Scale

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

Reflection Questions

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

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15. Organizing Students to Practice and Deepen Knowledge

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

Example Teacher Evidence

- ❒ Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- ❒ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- ❒ Teacher provides guidance regarding group interactions
- ❒ Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- ❒ Students explain how the group work supports their learning
- ❒ While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
  - Students actively ask and answer questions about the content
  - Students add their perspective to discussions
- ❒ Students move and work within groups with an organized purpose
- ❒ Students have an awareness of the power of interpretations
- ❒ Students avoid negative thinking
- ❒ Students take various perspectives
- ❒ Students interact responsibly
- ❒ Students appear to know how to handle controversy and conflict resolution
- ❒ Students attend to the cognitive skill(s)

Scale

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

Reflection Questions

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

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16. Using Homework

The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.

Example Teacher Evidence

- ❒ Teacher utilizes strategies associated with a flipped classroom
- ❒ Teacher communicates a clear purpose and gives directions for homework
- ❒ Teacher extends an activity that was begun in class to provide students with more time
- ❒ Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- ❒ Teacher utilizes homework assignments that allow students to access and analyze content independently

Example Student Evidence

- ❒ Students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process
- ❒ Students ask clarifying questions about homework that help them understand its purpose

Scale

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

Reflection Questions

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

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17. Helping Students Examine Similarities and Differences

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

Example Teacher Evidence

- ❒ Teacher engages students in activities that require students to examine similarities and differences
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
  - Identifying basic relationships between ideas that deepen knowledge
  - Generating and manipulating mental images that deepen knowledge
- ❒ Teacher asks students to summarize what they have learned from the activity
- ❒ Teacher asks students to linguistically and non-linguistically represent similarities and differences
- ❒ Teacher asks students to explain how the activity has added to their understanding
- ❒ Teacher asks students to draw conclusions after the examination of similarities and differences
- ❒ Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence

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

Scale

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

Reflection Questions

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

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18. Helping Students Examine Their Reasoning

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

Example Teacher Evidence

- ❒ Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- ❒ Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ❒ Teacher asks students to examine logic of errors in procedural knowledge
- ❒ Teacher asks students to analyze errors to identify more efficient ways to execute processes
- ❒ Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
- ❒ Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Student Evidence

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

Scale

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

Reflection Questions

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

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19. Helping Students Practice Skills, Strategies, and Processes

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

Example Teacher Evidence

- ❒ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ❒ Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- ❒ Teacher employs "worked examples"
- ❒ Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- ❒ Teacher models the skill, strategy, or process

Example Student Evidence

- ❒ Students perform the skill, strategy, or process with increased confidence
- ❒ Students perform the skill, strategy, or process with increased competence
- ❒ Student artifacts or formative data show fluency and accuracy is increasing
- ❒ Students can explain mental models

Scale

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

Reflection Questions

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

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20. Helping Students Revise Knowledge

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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

21. Organizing Students for Cognitively Complex Tasks

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

Example Teacher Evidence

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

Example Student Evidence

- ❒ Students describe the importance of generating and testing hypotheses about content
- ❒ Students explain how groups support their learning
- ❒ Students use group activities to help them generate and test hypotheses
- ❒ While in groups, students interact in explicit ways to generate and test hypotheses
  - Students actively ask and answer questions about the content
  - Students add their perspectives to discussions
- ❒ Students move and work within groups with an organized purpose
- ❒ Students have an awareness of the power of interpretations
- ❒ Students avoid negative thinking
- ❒ Students take various perspectives
- ❒ Students interact responsibly
- ❒ Students appear to know how to handle controversy and conflict resolution
- ❒ Students attend to the cognitive skill(s)

Scale

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

Reflection Questions

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

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

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

Example Teacher Evidence

- ❒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
- ❒ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources

Example Student Evidence

- ❒ Students participate in tasks that require them to generate and test hypotheses
- ❒ Students can explain the hypothesis they are testing
- ❒ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
- ❒ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
  - Identify how one idea relates to others

Scale

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

Reflection Questions

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

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23. Providing Resources and Guidance for Cognitively Complex Tasks

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

Example Teacher Evidence

- ❒ Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- ❒ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- ❒ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students
  - Digital
  - Technical
  - Human
  - Material

Example Student Evidence

- ❒ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- ❒ Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks
- ❒ Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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Marzano Protocol: Lesson Segment Enacted on the Spot

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

24. Noticing When Students are Not Engaged

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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25. Using Academic Games

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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26. Managing Response Rates

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

Example Teacher Evidence

- ❒ Teacher uses appropriate wait time
- ❒ Teacher uses a variety of activities that require all students to respond
  - Response cards
  - Students use hand signals to respond to questions
  - Choral response
- ❒ Teacher uses technology to keep track of student responses
- ❒ Teacher uses response chaining
- ❒ Teacher increases response rates by requiring students to back up responses with evidence

Example Student Evidence

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

Scale

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

Reflection Questions

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

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27. Using Physical Movement

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain student engagement in content.

Example Teacher Evidence

- ❒ Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- ❒ Teacher employs crisp transitions from one activity to another
- ❒ Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence

- ❒ Students stay engaged when the pace of the class is not too fast or too slow
- ❒ Students quickly adapt to transitions and re-engage when a new activity is begun
- ❒ Students describe the pace of the class as not too fast or not too slow

Scale

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

Reflection Questions

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

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29. Demonstrating Intensity and Enthusiasm

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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30. Using Friendly Controversy

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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31. Providing Opportunities for Students to Talk about Themselves

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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32. Presenting Unusual or Intriguing Information

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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

33. Demonstrating "Withitness"

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

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

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

Scale

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

Reflection Questions

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

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

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

Example Teacher Evidence

- ❒ Teacher reminds students of self-regulation strategies
- ❒ Teacher provides nonverbal signals when student behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head "no"
- ❒ Teacher provides verbal signals when student behavior is not appropriate
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- ❒ Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior)
- ❒ Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior)
- ❒ Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she has broken)

Example Student Evidence

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

Scale

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

Reflection Questions

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

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35. Acknowledging Adherence to Rules and Procedures

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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

36. Understanding Students' Interests and Backgrounds

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

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38. Displaying Objectivity and Control

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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

39. Demonstrating Value and Respect for Low Expectancy Students

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

Example Teacher Evidence

- ❒ The teacher provides low expectancy students with nonverbal indications that they are valued and respected
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- ❒ The teacher provides low expectancy students with verbal indications that they are valued and respected
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- ❒ Teacher does not allow negative comments about low expectancy students
- ❒ When asked, the teacher can identify students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- ❒ The teacher provides students with strategies to avoid negative thinking about one's thoughts and actions

Example Student Evidence

- ❒ Students say that the teacher cares for all students
- ❒ Students treat each other with respect
- ❒ Students avoid negative thinking about their thoughts and actions

Scale

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

Reflection Questions

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

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40. Asking Questions of Low Expectancy Students

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

Example Teacher Evidence

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

Example Student Evidence

- ❒ Students say that the teacher expects everyone to participate
- ❒ Students say that the teacher asks difficult questions of every student

Scale

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

Reflection Questions

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

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41. Probing Incorrect Answers with Low Expectancy Students

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

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Domain 2: Planning and Preparing

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

Planning and Preparing for Lessons and Units

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

Scale

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

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

Scale

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

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

Scale

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

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Planning and Preparing for Use of Resources and Technology

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

Scale

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

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46. Use of Available Technology

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

Planning Evidence

❒ The plan identifies available technology that will be used:

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

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

Teacher Evidence

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

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

Scale

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

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Planning and Preparing for the Needs of English Language Learners

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

Scale

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

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Planning and Preparing for Needs of Students Receiving Special Education

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

Scale

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

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

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

Scale

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

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Domain 3: Reflecting on Teaching

Evaluating Personal Performance

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

Scale

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

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

Scale

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

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

Scale

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

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Developing and Implementing a Professional Growth Plan

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

Scale

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

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

Scale

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

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Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

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

Scale

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

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56. Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Teacher Evidence

❒ The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust

❒ The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns

❒ The teacher encourages parent involvement in classroom and school activities

❒ The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families

❒ The teacher uses multiple means and modalities to communicate with families

❒ The teacher responds to requests for support, assistance and/or clarification promptly

❒ The teacher respects and maintains confidentiality of student/family information

❒ When asked, the teacher can describe instances when he or she interacted positively with students and parents

❒ When asked, students and parents can describe how the teacher interacted positively with them

❒ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

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

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Promoting Exchange of Ideas and Strategies

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

Scale

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

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

Scale

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

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Promoting District and School Development

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

Scale

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

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

Scale

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

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Domain 1: Strategies and Behaviors

BrIDGES Learning Map
Specialized Teacher/Support

Lesson Segment: Involving Routine Events

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

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

Lesson Segment: Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Supporting and Organizing Participants to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Supporting and Organizing Participants to Practice and Deepen Knowledge
16. Using Homework and Professional Development Practice
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Supporting Practicing Skills, Strategies, and Processes
20. Revising Knowledge

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

Lesson Segment: Enacted on the Spot

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

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

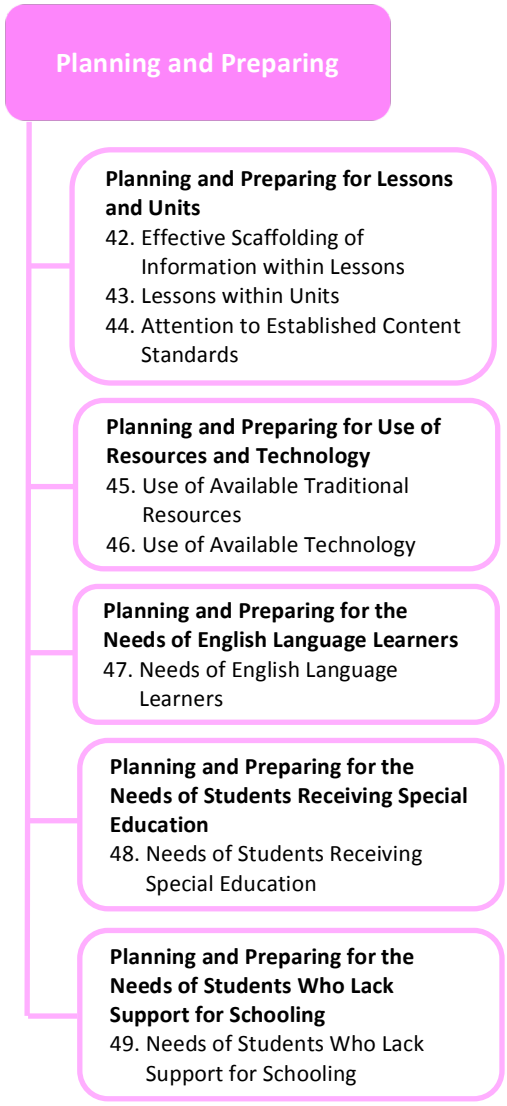
DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Participants' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Participants

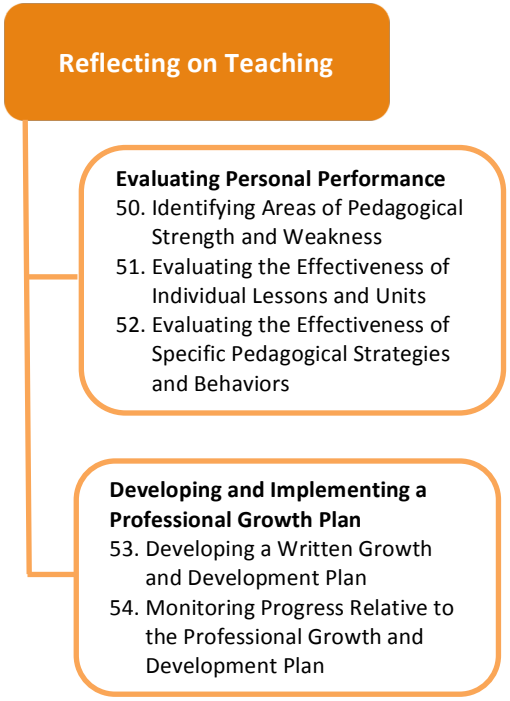
Additional Elements

A. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
B. Implementing Traditional Resources
C. Implementing New Technologies

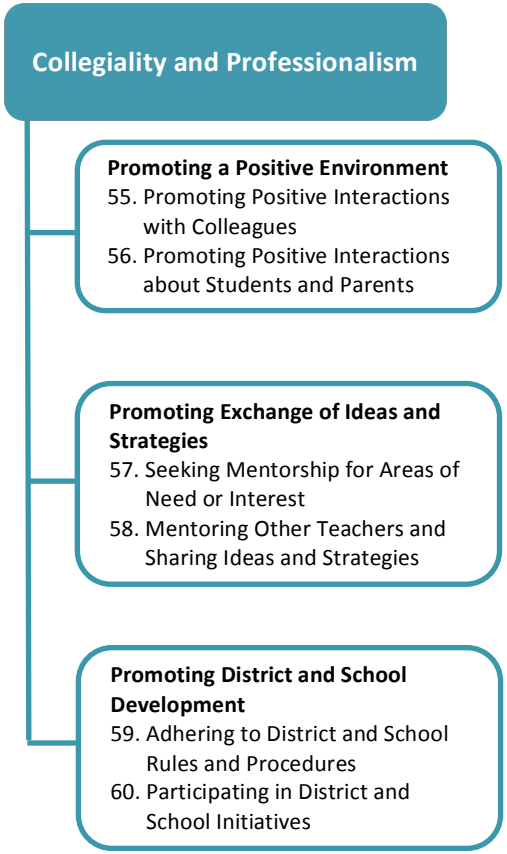
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



BrIDGES LEARNING MAP
SPECIALIZED TEACHER/SUPPORT

DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)

The instructional support member provides clearly stated goals based on area of responsibility that align with school and/or district goals and has a scale that describes levels of performance.

Instructional Support Member Evidence:

- ❒ Instructional support member establishes a defined work plan or set of goals aligned with school and district goals
- ❒ Instructional support member communicates work plan or goals and scale to appropriate people
- ❒ Instructional support member makes references to their goals throughout the year
- ❒ Instructional support member can explain how goals support and align with school and/or district goals.
- ❒ Instructional support member can explain the meaning of the levels of performance articulated in the scale
- ❒ Instructional support member can explain how their activities relate to the goal

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants, colleagues, and/or administrators can explain how the instructional support member goals relate to and/or support the school or district goals
- ❒ When asked, participants, colleagues, and/or administrators can explain how the instructional support member's activities relate to the school and/or district goals

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Clear Learning Goals and Scales (Rubrics)	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of participants' understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing Clear Learning Goals and Scales (Rubrics)	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique participant needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor participant's understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

2. Tracking Participant Progress

The instructional support member facilitates tracking of progress toward goals.

Instructional Support Member Evidence:

- ❒ Instructional support member monitors progress toward their goals throughout the school year using a scale
- ❒ Instructional support member is responsive to participants, colleagues and administrators regarding feedback about their progress
- ❒ Instructional support member actively consults with colleagues and administrators to find an optimal approach to ensure progress
- ❒ Instructional support member consults with colleagues and administrators to ensure he/she is making progress towards the goal(s)
- ❒ Instructional support member keeps updated records (i.e. data bases, data notebook, etc.) that validate tracking progress towards their goals

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants, colleagues, and administrators can describe how the instructional support member is progressing towards their goal

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking Participant Progress	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Facilitates tracking of participant progress using a formative approach to assessment and monitors for evidence of the extent to which the majority of participants understand their level of performance.	Facilitates the tracking of participant progress using a formative approach to assessment, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

BrIDGES LEARNING MAP
SPECIALIZED TEACHER/SUPPORT

3. Celebrating Success

The instructional support member celebrates personal, participant, school and/or district success relative to progress towards their goals.

Instructional Support Member Evidence:

- ❒ Instructional support member acknowledges and celebrates personal progress towards their goals
- ❒ Instructional support member uses a variety of methods to celebrate school and/or district success
- ❒ Instructional support member acknowledges and celebrates individual and group successes
- ❒ The instructional support member shows pride in their work and reports they want to continue to make progress toward meeting their goals

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants, colleagues, and administrators can describe how the instructional support member is progressing towards their goal

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating Success	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provides participants with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of participants are motivated to enhance their status.	Provides participants with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of participants are not monitored for the desired effect of the strategy.	Provides participants with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of participants are not monitored for the desired effect of the strategy.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ6: Establishing Rules and Procedures

4. Establishing Support for Routines and Procedures

The instructional support member identifies the available traditional resources (materials and human) for use in his/her plan of work and/or instructional activities.

Instructional Support Member Evidence:

- ❒ The instructional support member involves students in designing classroom routines
- ❒ The instructional support member uses classroom meetings to review rules and procedures
- ❒ The instructional support member reminds students of rules and procedures
- ❒ The instructional support member asks students to restate or explain rules and procedures
- ❒ The instructional support member provides cues or signals when a rule or procedure should be used

Planning Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants follow clear routines during class
- ❒ When asked, participants can describe the classroom as an orderly place
- ❒ When asked, participants can describe established rules and procedures
- ❒ Participants recognize cues and signals by the instructional support member

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing Support for Routines and Procedures	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of participants understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

5. Supporting and Organizing the Physical Layout of the Classroom

The instructional support member organizes the physical layout of the classroom to facilitate movement and focus on learning.

Instructional Support Member Evidence:

- ❒ The physical layout of the classroom has clear traffic patterns
- ❒ The physical layout of the classroom provides easy access to material and centers
- ❒ The classroom is decorated in a way that enhances participant learning:
  - Bulletin boards relate to current content
  - Participants work is displayed

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants move easily about the classroom
- ❒ Participants make use of materials and learning centers
- ❒ Participants attend to examples of their work that are displayed
- ❒ Participants attend to information on the bulletin boards
- ❒ Participants can easily focus on instruction

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing the Physical Layout of the Classroom	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors for evidence of the impact of the environment on the majority of participant learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing the Physical Layout of the Classroom	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that addresses unique participant needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on participant learning?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information

The instructional support member identifies critical information in a lesson or activity to which participants should pay particular attention.

Instructional Support Member Evidence:

- ❒ Instructional support member begins the lesson or activity by explaining why upcoming content is important
- ❒ Instructional support member identifies content or information critical to their area of responsibility
- ❒ Instructional support member cues the importance of upcoming information in some indirect fashion:
  - Tone of voice
  - Body position
  - Level of excitement
  - Marker technique

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants can describe the level of importance of the information addressed in the lesson or activity
- ❒ When asked, participants can explain why it is important to pay attention to the content
- ❒ Participants visibly pay attention to the critical information

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Critical Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Signals to participants which content is critical versus non-critical and monitors for evidence of the extent to which the majority of participants are attending to critical information.	Signals to participants which content is critical versus non-critical, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

7. Supporting and Organizing Participants to Interact with New Knowledge

The instructional support member organizes participants into small groups to facilitate the processing of information.

Instructional Support Member Evidence:

- ❒ Instructional support member establishes routines for participant grouping and interaction within groups
- ❒ Instructional support member establishes roles and procedures for group activities:
  - Respect opinion of others
  - Add their perspective to discussions
  - Ask and answer questions

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants move to groups in an orderly fashion and know their role in the group
- ❒ Participants appear to understand expectations about appropriate behavior in groups:
  - Respect opinion of others
  - Add their perspective to discussions
  - Ask and answer questions

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants to Interact with New Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into small groups to facilitate the processing of new knowledge for the majority of the participants and monitors for evidence of group processing.	Organizes participants into small groups to facilitate the processing of new knowledge, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants to Interact with New Knowledge	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing participants to interact with new knowledge that address unique participant needs and situation?	In addition to organizing participants into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize participants into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspects of this strategy into your instruction?

8. Previewing New Content

The instructional support member engages participants in activities that help link what they already know to the new content/activity about to be addressed and facilitates these linkages.

Instructional Support Member Evidence:

- ❒ Instructional support member uses preview question before reading
- ❒ Instructional support member uses K-W-L strategy or variation of it
- ❒ Instructional support member asks or reminds participants what they already know about the topic
- ❒ Instructional support member provides an advanced organizer:
  - Outline
  - Graphic organizer
- ❒ Instructional support member has participants brainstorm
- ❒ Instructional support member uses an anticipation guide
- ❒ Instructional support member uses a motivational hook/launching activity:
  - Anecdotes
  - Short selection from video

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants can explain linkages with prior knowledge
- ❒ When asked, participants make predictions about upcoming content
- ❒ When asked, participants can provide a purpose for what they are about to learn
- ❒ Participants actively engage in previewing activities

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing New Content	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in learning activities that require them to preview and link new knowledge to what has been addressed and monitors for evidence of the extent to which the majority of participants are making linkages.	Engages participants in learning activities that require them to preview and link new knowledge to what has been addressed, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Previewing New Content	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique participant needs and situation?	In addition to engaging participants in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which participants are making linkages?	How can you engage participants in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspects of this strategy into your instruction?

9. Chunking Content into "Digestible Bites"

Based on participant needs, the instructional support member breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by participants.

Instructional Support Member Evidence:

- ❒ Instructional support member stops at strategic points in a verbal presentation
- ❒ While playing a video tape, the instructional support member turns the tape off at key junctures
- ❒ While providing a demonstration, the instructional support member stops at strategic points
- ❒ While participants are reading information or stories orally as a class, the instructional support member stops at strategic points

- ❒ **Participant Evidence** (Participants include students, parents, teachers, school personnel, and community members):
- ❒ When asked, participants can explain linkages with prior knowledge
- ❒ When asked, participants can explain why the instructional support member is stopping at various points
- ❒ Participants appear to know what is expected of them when the instructional support member stops at strategic points

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking Content into "Digestible Bites"	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Breaks input experiences into small chunks based on participant needs and monitors for evidence of the extent to which chunks are appropriate for the majority of participants.	Breaks input experiences into small chunks based on participant needs, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

10. Processing New Information

During breaks in the presentation of content, the instructional support member engages participants in actively processing new information.

Instructional Support Member Evidence:

- ❒ Instructional support member has group members summarize new information
- ❒ Instructional support member employs formal group processing strategies
  - Jigsaw
  - Reciprocal Teaching
  - Concept attainment

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

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

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing New Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in summarizing, predicting, and questioning activities and monitors for evidence of the extent to which the activities enhance the majority of participants' understanding.	Engages participants in summarizing, predicting, and questioning activities, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Processing New Information	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique participant needs and situations?	In addition to engaging participants in summarizing, predicting, and questioning, how can you monitor the extent to which the activities enhance participants' understanding?	How can you engage participants in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspects of this strategy into your instruction?

11. Elaborating on New Information

The instructional support member asks questions or engages participants in activities that require elaborative inferences that go beyond what was explicitly taught.

Instructional Support Member Evidence:

- ❒ Instructional support member asks explicit questions that require participants to make elaborative inferences about the content or activity
- ❒ Instructional support member asks participants to explain and defend their inferences
- ❒ Instructional support member presents situations or problems that require inferences

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants volunteer answers to inferential questions
- ❒ When asked, participants provide explanations and "proofs" for inferences

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on New Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in answering inferential questions and monitors for evidence of the extent to which the majority of participants elaborate on what was explicitly taught.	Engages participants in answering inferential questions, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on New Information	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique participant needs and situations?	In addition to engaging participants in answering inferential questions, how can you monitor the extent to which participants elaborate on what was explicitly taught?	How can you engage participants in answering inferential questions?	How can you begin to incorporate some aspects of this strategy into your instruction?

12. Recording and Representing Knowledge

The instructional support member engages participants in activities that help record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Instructional Support Member Evidence:

- ❒ Instructional support member asks participants to summarize the information he/she has learned
- ❒ Instructional support member asks participants to generate notes that identify critical information in the content
- ❒ Instructional support member asks participants to create nonlinguistic representations for new content:
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- ❒ Instructional support member asks participants to create mnemonics that organize the content

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants' summaries and notes include critical content
- ❒ Participants' nonlinguistic representations include critical content
- ❒ When asked, participants can explain the main points of the lesson or activity

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and Representing Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors for evidence of the extent to which this enhances the majority of participants' understanding.	Engages participants in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Recording and Representing Knowledge	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique participant needs and situations?	In addition to engaging participants in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, how can you monitor the extent to which this enhances participants' understanding?	How can you engage participants in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways?	How can you begin to incorporate some aspects of this strategy into your instruction?

13. Reflecting on Learning

The instructional support member engages participants in activities that help them reflect on their learning.

Instructional Support Member Evidence:

- ❒ Instructional support member asks participants to state or record what he/she is clear about and what he/she is confused about
- ❒ Instructional support member asks participants to state or record how hard he/she tried
- ❒ Instructional support member asks participants to state or record what he/she might have done to enhance their learning

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants can explain what he/she is clear about and what he/she is confused about
- ❒ When asked, participants can describe how hard he/she tried
- ❒ When asked, participants can explain what he/she could have done to enhance their learning

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on Learning	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in reflecting on their learning and the learning process and monitors for evidence of the extent to which the majority of participants self-assess their understanding and effort.	Engages participants in reflecting on their learning and the learning process, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content

The instructional support member engages participants in a brief review of content that highlights the critical information.

Instructional Support Member Evidence:

- ❒ Instructional support member begins the lesson/meeting/conference with a brief review of content/information
- ❒ Instructional support member uses specific strategies to review information including, but not limited to the following:
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration/practice
  - Reflection

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants can describe the previous content on which the new lesson/meeting/training is based
- ❒ Participants responses indicate that they recall previous content/information

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing Content	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in a brief review of content that highlights the critical information and monitors for evidence of the extent to which the majority of participants can recall and describe previous content.	Engages participants in a brief review of content that highlights the critical information, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

15. Supporting and Organizing Participants to Practice and Deepen Knowledge

The instructional support member uses grouping participants in ways that facilitate practicing and deepening knowledge.

Instructional Support Member Evidence:

- ❒ Instructional support member organizes participants into groups with the expressed idea of deepening their knowledge of informational content
- ❒ Instructional support member organizes participants into groups with the expressed idea of practicing a skill, strategy, or process

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

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

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants to Practice and Deepen Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into groups to practice and deepen knowledge and monitors for evidence of the extent to which the group work extends the majority of participants learning.	Organizes participants into groups to practice and deepen knowledge, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

16. Using Homework and Professional Development Practice

When appropriate (as opposed to routinely) the Instructional support member provides "next steps" or homework/professional development practice to deepen participants' knowledge of information, a skill, or provides practice for specific skills.

Instructional Support Member Evidence:

- ❒ Instructional support member communicates a clear purpose for "next steps" and/or homework
- ❒ Instructional support member and educators agree upon "next steps" or homework/professional development practice that allow the participant to practice and deepen their knowledge independently
- ❒ Instructional support member assigns a well-crafted homework assignment that allows participants to practice and deepen their knowledge independently

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participant can describe how the "next steps" or homework will deepen their understanding of content/information or help them practice a skill, strategy, or process

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Homework and Professional Development Practice	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	When appropriate (as opposed to routinely) assigns homework/professional development practice that is designed to deepen knowledge of informational content or practice a skill, strategy, or process and monitors for evidence of the extent to which the majority of participants understand the homework/professional development practice.	When appropriate (as opposed to routinely) assigns homework/professional development practice that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using Homework and Professional Development Practice	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for assigning homework /professional development practice that address unique participant needs and situations?	In addition to assigning homework /professional development practice that is designed to deepen knowledge of information or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How can you assign homework /professional development practice that is designed to deepen knowledge of information or practice a skill, strategy, or process?	How can you begin to incorporate some aspects of this strategy into your instruction?

17. Examining Similarities and Differences

When the content is informational, the instructional support member helps participants deepen their knowledge by examining similarities and differences.

Instructional Support Member Evidence:

- ❒ Instructional support member engages participants in activities that require participants to examine similarities and differences between content

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants artifacts indicate that their knowledge has been extended as a result of the activity
- ❒ When asked, participants can explain similarities and differences
- ❒ When asked about the activity, participant responses indicate that they have deepened their understanding
- ❒ Participants artifacts indicate that they can identify similarities and differences

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining Similarities and Differences	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	When content is informational, engages participants in activities that require them to examine similarities and differences and monitors for evidence of the extent to which the majority of the participants are deepening their knowledge.	When content is informational, engages participants in activities that require them to examine similarities and differences, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

18. Examining Errors in Reasoning

The instructional support member assists educators in helping participants to deepen their abilities by examining their own reasoning or logic.

Instructional Support Member Evidence:

- ❒ Instructional support member asks participants to examine information for errors or informal fallacies
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- ❒ Instructional support member asks participants to examine the strength of support presented for a claim
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants can describe errors or informal fallacies in information
- ❒ When asked, participants can explain the overall structure of an argument presented to support a claim

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining Errors in Reasoning	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	When content is informational, engages participants in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which the majority of the participants are deepening their knowledge.	When content is informational, engages participants in activities that require them to examine their own reasoning or the logic of information as presented to them, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

19. Supporting Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the instructional support member engages participants in practice activities that help them develop fluency.

Instructional Support Member Evidence:

- ❒ Instructional support member engages participants in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if participants cannot perform the skill, strategy, or process independently
  - Independent practice if participants can perform the skill, strategy, or process independently
- ❒ Instructional support member asks participants to examine the strength of support presented for a claim
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants perform the skill, strategy, or process with increased confidence
- ❒ Participants perform the skill, strategy, or process with increased competence

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting Practicing Skills, Strategies, and Processes	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants	When content involves a skill, strategy, or process, engages participants in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of participants' fluency.	When content involves a skill, strategy, or process, engages participants in practice activities, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Supporting Practicing Skills, Strategies, and Processes	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique participant needs and situations?	In addition to engaging participants in practice activities, how can you monitor the extent to which the practice is increasing participant fluency?	How can you engage participants in activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspects of this strategy into your instruction?

20. Revising Knowledge

The instructional support member supports participants in the revision of knowledge and self-monitoring of previous knowledge about content.

Instructional Support Member Evidence:

- ❒ When asked, the participant can explain previous incorrect responses
- ❒ When asked, the participant can explain how his/her understanding or production of the skill has changed

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participant makes corrections to incorrect responses.
- ❒ When asked, participants can explain previous errors or misconceptions they had about content
- ❒ Instructional support member asks participants to examine previous entries in their academic notebooks or notes
- ❒ Instructional support member has participants explain how their understanding has changed and how the correct response is produced.

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in revision of previous content and monitors for evidence of the extent to which these revisions deepen the majority of participants' understanding.	Engages participants in revision of previous content, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ4: Helping Students Generate and Test Hypotheses

21. Supporting and Organizing Participants for Cognitively Complex Tasks

The instructional support member assists the educator in organizing the class in such a way as to facilitate participants working on complex tasks that require them to generate and test hypotheses.

Instructional Support Member Evidence:

- ❒ Instructional support member assists the educator in establishing the need to generate and test hypotheses
- ❒ Instructional support member assists the educator in organizing participants to generate and test hypotheses

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participant are clearly working on tasks that require them to generate and test hypotheses
- ❒ When asked, participants can explain the hypothesis they are testing
- ❒ When asked, participants can explain whether their hypothesis was confirmed or disconfirmed

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants for Cognitively Complex Tasks	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of participants.	Organizes participants into groups to facilitate working on cognitively complex tasks, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing Participants for Cognitively Complex Tasks	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing participants to complete cognitively complex tasks?	In addition to organizing participants in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize participants in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspects of this strategy into your instruction?

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

The instructional support member assists the educator in organizing the class in such a way that engages participants in complex tasks that require them to generate and test hypotheses.

Instructional Support Member Evidence:

- ❒ Instructional support member assists the educator in establishing the need to generate and test hypotheses
- ❒ Instructional support member assists the educator in organizing participants to generate and test hypotheses

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participant are clearly working on tasks that require them to generate and test hypotheses
- ❒ When asked, participants can explain the hypothesis they are testing
- ❒ When asked, participants can explain whether their hypothesis was confirmed or disconfirmed

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Engaging Participants in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors for evidence of the extent to which the majority of participants are generating and testing hypotheses.	Engages participants in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation), but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Engaging Participants in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies organizing participants to complete the assigned tasks?	In addition to engaging participants in groups for tasks, how can you monitor the extent to which participants are completing the tasks?	How can you engage participants in tasks?	How can you begin to incorporate some aspects of this strategy into your instruction?

23. Providing Resources and Guidance

The instructional support member acts as a resource provider and guide as participants engage in educational tasks.

Instructional Support Member Evidence:

- ❒ Instructional support member assists participants who need guidance or resources
- ❒ Circulates around the room
- ❒ Provides easy access to himself/herself
- ❒ Instructional support member assists participants during the class to determine their needs for extended practice of tasks
- ❒ Instructional support member volunteers resources and guidance as needed by the entire class, group of students, or individual students

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants/recipients seek out the teacher for advice and guidance regarding tasks
- ❒ When asked, participants/recipients can explain how the teacher provides assistance and guidance in achieving mastery of their goals

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Resources and Guidance	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Acts as a guide and resource provider as participants engage in tasks and monitors for evidence of the extent to which the majority of participants request and use guidance and resources.	Acts as a guide and resource provider as participants engage in tasks, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ5: Engaging Students

24. Noticing When Participants are Not Engaged

The Instructional support member scans the room making note of when participants are not engaged and takes overt action.

Instructional Support Member Evidence:

- ❒ Instructional support member notices when specific participants or groups of participants are not engaged
- ❒ Instructional support member notices when specific participants or groups of participants are not engaged
- ❒ Instructional support member takes action to re-engage participants

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants appear aware of the fact that the teacher is taking note of their level of engagement
- ❒ Participants try to increase their level of engagement when prompted
- ❒ When asked, participants explain that the teacher expects high levels of engagement

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing When Participants are Not Engaged	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Scans the room making note of when participants are not engaged and takes action and monitors for evidence of the extent to which the majority of participants re-engage.	Scans the room making note of when participants are not engaged and takes action, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

26. Managing Response Rates

The Instructional support member uses response rate techniques to maintain participant engagement.

Instructional Support Member Evidence:

- ❒ Instructional support member uses wait time
- ❒ Instructional support member uses response cards
- ❒ Instructional support member uses hand signals or other visual cues to respond to questions
- ❒ Instructional support member collect data on participants' responses
- ❒ Instructional support member uses response chaining
- ❒ During an evaluation session, the instructional support member uses correct standardization for response rate when appropriate
- ❒ During an evaluation session, the instructional support member uses adapted response time when appropriate

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Multiple participants or the entire class/audience responds to questions posed by the Instructional support member and/or educator
- ❒ When asked, participant can describe their thinking about specific questions posed by the Instructional support member and/or educator

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing Response Rates	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses response rate techniques to maintain participant engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of participants engaged.	Uses response rate techniques to maintain participant engagement in questions, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Managing Response Rates	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain participant engagement in questions that address unique participant needs and situations?	In addition to using response rate techniques to maintain participant engagement in questions, how can you monitor the extent to which the techniques keep participants engaged?	How can you use response rate techniques to maintain participant engagement in questions?	How can you begin to incorporate some aspects of this strategy into your instruction?

27. Using Physical Movement

The Instructional support member uses physical movement to maintain participant engagement.

Instructional Support Member Evidence:

- ❒ Instructional support member uses stand up and stretch or related activities with participants when their energy is low
- ❒ Instructional support member uses activities that require participants to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- ❒ Instructional support member uses acting/modeling content with participant/recipients to increase energy and engagement
- ❒ Instructional support member uses give-one-get-one activities that require participants to move about the room

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- Participants engage in the physical activities designed by the Instructional support member and/or educator
- When asked, participants can explain how the physical movement keeps their interest and helps them learn

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Physical Movement	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses physical movement to maintain participant engagement and monitors for evidence of the extent to which these activities enhance the majority of participants' engagement.	Uses physical movement to maintain participant engagement, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

28. Maintaining a Lively Pace

The Instructional support member uses pacing techniques to maintain participants'/recipients' engagement.

Instructional Support Member Evidence:

- ❒ Instructional support member uses crisp transitions from one activity to another
- ❒ Instructional support member uses altering pace appropriately (i.e. speeds up and slows down)

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants quickly adapt to transitions and re-engage when a new activity is begun
- ❒ When asked about the pace of the class, participants describe it as not too fast or not too slow

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a Lively Pace	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses pacing techniques to maintain participants' engagement and monitors for evidence of the extent to which these techniques keep the majority of participants engaged.	Uses pacing techniques to maintain participants' engagement, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a Lively Pace	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique participant needs and situations?	In addition to pacing techniques to maintain participants' engagement, how can you monitor the extent to which participants keep engaged?	How can you use pacing techniques to maintain participants' engagement?	How can you begin to incorporate some aspects of this strategy into your instruction?

29. Demonstrating Intensity and Enthusiasm

The Instructional support member demonstrates intensity and enthusiasm for the content in a variety of ways.

Instructional Support Member Evidence:

- ❒ Instructional support member describes personal experiences that relate to the content
- ❒ Instructional support member signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- ❒ Instructional support member overtly adjusts energy level

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants say that the teacher "likes the content" and "likes teaching" or evaluating participants.
- ❒ Participants' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Intensity and Enthusiasm	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors for evidence of the extent to which the majority of participants' engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Intensity and Enthusiasm	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique participant needs and situations?	In addition to, demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which participants keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate some aspects of this strategy into your instruction?

30. Using Friendly Controversy

The instructional support member uses friendly controversy techniques to maintain participant engagement.

Instructional Support Member Evidence:

- ❒ Instructional support member structures mini-debates about the content
- ❒ Instructional support member has participants examine multiple perspectives and opinions about the content
- ❒ Instructional support member elicits different opinions on content from members of the class

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants engage in friendly controversy activities with enhanced engagement
- ❒ When asked, participants describe friendly controversy activities as "stimulating," "fun," and so on
- ❒ When asked, participants explain how a friendly controversy activity helped them better understand the content

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Friendly Controversy	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses friendly controversy techniques to maintain participant engagement and monitors for evidence of the effect on the majority of participants' engagement.	Uses friendly controversy techniques to maintain participant engagement, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

31. Proving Opportunities for Participants to Talk About Themselves

The Instructional support member provides participants with opportunities to relate what is being addressed in class/meetings/workshops to their personal interests.

Instructional Support Member Evidence:

- ❒ Instructional support member is aware of participant interests and makes connections between these interests and content or in developing rapport during an evaluation session
- ❒ Instructional support member structures activities that ask participants to make connections between the content and their personal interests
- ❒ Instructional support member is aware of and or explains to participants how content relates to their personal interests

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants engage in activities that require them to make connections between their personal interests and the content
- ❒ Participants become actively engaged in the evaluation process
- ❒ When asked, participants explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Opportunities for Participants to Talk About Themselves	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provide participants with opportunities to relate what is being addressed in class to their personal interests and monitors for evidence of the extent to which these activities enhance the majority of participants' engagement.	Provide participants with opportunities to relate what is being addressed in class to their personal interests, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

32. Presenting Unusual or Intriguing Information

The Instructional support member uses unusual or intriguing information about the content in a manner that enhances participant engagement.

Instructional Support Member Evidence:

- ❒ Instructional support member systematically provides interesting facts and details about the content
- ❒ Instructional support member encourages participants to identify interesting information about the content
- ❒ Instructional support member engages participants in activities like "Believe it or not" about the content

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants' attention increases when unusual information is presented about the content
- ❒ When asked, participants explain how the unusual information makes them more interested in the content

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting Unusual or Intriguing Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses unusual or intriguing information about the content and monitors for evidence of the extent to which this information enhances the majority of participants' interest in the content.	Uses unusual or intriguing information about the content, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Presenting Unusual or Intriguing Information	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique participant needs and situations?	In addition to, using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances participants' interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate some aspects of this strategy into your instruction?

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating Withitness

The Instructional support member uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Instructional Support Member Evidence:

- ❒ Instructional support member physically occupies all quadrants of the room
- ❒ Instructional support member scans the entire room/setting making eye contact with all participants/recipients
- ❒ Instructional support member recognizes potential sources of disruption

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants recognize that the Instructional support member is aware of their behavior
- ❒ When asked, participants describe the Instructional support member as "aware of what is going on" or "has eyes on the back on the back of his/her head

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Withitness	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses behaviors associated with "withitness" and monitors for evidence of the effect on the majority of participants' behavior.	Uses behaviors associated with "withitness", but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

34. Applying Consequences for Lack of Adherence to Norms

The Instructional support member applies consequences for not following norms consistently and fairly.

Instructional Support Member Evidence:

- ❒ Instructional support member provides nonverbal signals when participants' behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the Desk
  - Shaking head, no
- ❒ Instructional support member provides verbal signals when participants' behavior is not appropriate
  - Tells participants to stop
  - Tells participants that their behavior is in violation of a rule or procedure
- ❒ Instructional support member utilizes group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- ❒ Instructional support member involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants cease inappropriate behavior when signaled by the teacher
- ❒ Participants accept consequences as part of the way class is conducted
- ❒ When asked, participants describe the teacher as fair in application of norms

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying Consequences for Lack of Adherence to Norms	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Applies consequences for not following norms consistently and fairly, and monitors for evidence of the extent to which norms are followed by the majority of participants.	Applies consequences for not following norms consistently and fairly, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

35. Acknowledging Adherence to Norms

The Instructional support member acknowledges adherence to norms.

Instructional Support Member Evidence:

- ❒ Instructional support member provides nonverbal signals that a norm has been followed:
  - Smile
  - Nod of head
  - High Five
- ❒ Instructional support member gives verbal cues that a norm has been followed:
  - Thanks students\recipient for following norms
  - Describes participant behaviors that adhere to norms
- ❒ Instructional support member notifies the home when a norm has been followed
- ❒ Instructional support member uses tangible recognition when a norm has been followed:
  - Certificate of merit

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants appear appreciative of the teacher acknowledging their positive behavior
- ❒ When asked, participant describe teacher as appreciative of their good behavior
- ❒ The number of students/recipients adhering to norms increases

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging Adherence to Norms	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Acknowledges adherence to norms consistently and fairly, and monitors for evidence of the extent to which new actions affect the majority of participants, behavior.	Acknowledges adherence to norms consistently and fairly, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Participants' Interests and Backgrounds

The instructional support member uses participants' interests and background to produce a climate of acceptance and community.

Instructional Support Member Evidence:

- ❒ Instructional support member has side discussions with participants and colleagues about events in their life
- ❒ Instructional support member has discussions with participants and colleagues about topics in which he/she is interested
- ❒ Instructional support member builds participants' interests into their interactions

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants and colleagues describe the instructional support member as someone who knows him/her and/or is interested in him/her
- ❒ When asked, participants and colleagues say they feel accepted by the instructional support member

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding Participants' Interests and Backgrounds	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses participants' interests and background during interactions with participants and monitors for evidence of the sense of community in the classroom among the majority of participants.	Uses participants' interests and background during interactions with participants, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding Participants' Interests and Backgrounds	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using participants' interests and backgrounds during interactions with participants that address unique participant needs and situations?	In addition to using participants' interests and background during interactions with participants, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use participants' interests and background during interactions with participants?	How can you use participants' interests and background during interactions with participants?

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

When appropriate, the instructional support member uses verbal and nonverbal behavior that indicates caring for participants or colleagues.

Instructional Support Member Evidence:

- ❒ Instructional support member compliments participants and colleagues regarding academic and personal accomplishments
- ❒ Instructional support member engages in informal conversations with participants or colleagues that are not related to academics
- ❒ Instructional support member uses humor with participants and colleagues when appropriate
- ❒ Instructional support member smiles, nods, (etc.) at participants and colleagues when appropriate

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants and/or colleagues describe the instructional support member as someone who cares for him/her
- ❒ Participants respond to instructional support member's verbal and non-verbal interactions

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses verbal and nonverbal behaviors that indicate caring for participants and monitors for evidence of the quality of relationships among the majority of participants.	Uses verbal and nonverbal behaviors that indicate caring for participants, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for participants that address unique participant needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for participants, how can you monitor the quality of relationships with participants?	How can you use verbal and nonverbal behaviors that indicate caring for participants?	How can you begin to incorporate some aspects of this strategy into your instruction?

38. Displaying Objectivity and Control

The instructional support member behaves in an objective and controlled manner.

Instructional Support Member Evidence:

- ❒ Instructional support member does not exhibit extremes in positive or negative emotions
- ❒ Instructional support member addresses inflammatory issues and events in a calm and controlled manner
- ❒ Instructional support member interacts with all participants and colleagues in the same calm and controlled fashion
- ❒ Instructional support member does not demonstrate personal offense at participant misbehavior

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ Participants and colleagues report they are settled by the instructional support member's calm demeanor
- ❒ When asked, participants and colleagues describe the instructional support member as in control of himself/herself in all situations
- ❒ When asked, participants and colleagues say that the instructional support member does not hold grudges or take things personally

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying Objectivity and Control	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate the majority of participants.	Behaves in an objective and controlled manner, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Participants

The instructional support member exhibits behaviors that demonstrate value and respect for low expectancy participants.

Instructional Support Member Evidence:

- ❒ When asked, the instructional support member can identify the participants for whom there have been low expectations
- ❒ Instructional support member provides low expectancy participants with nonverbal indications that he/she is valued and respected:
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- ❒ Instructional support member provides low expectancy participants with verbal indications that he/she is valued and respected:
  - Playful dialogue
  - Addressing participants in a manner they view as respectful
- ❒ Instructional support member does not allow negative comments about low expectancy participants
- ❒ Instructional support member sets high expectations for all participants

Participant Evidence (Participants include students, parents, teachers, school personnel, and community members):

- ❒ When asked, participants and/or colleagues say that the instructional support member cares for all participants

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Value and Respect for Low Expectancy Participants	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Exhibits behaviors that demonstrate value and respect for low expectancy participants and monitors for evidence of the impact on the majority of participants.	Exhibits behaviors that demonstrate value and respect for low expectancy participants, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Value and Respect for Low Expectancy Participants	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy participants that address unique participant needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy participants, how can you monitor the impact on low expectancy participants?	How can you exhibit behaviors that demonstrate value and respect for low expectancy participants?	How can you begin to incorporate some aspects of this strategy into your instruction?

ADDITIONAL ELEMENTS

A. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The instructional support member utilizes specific techniques and strategies relating to his/her plan of work for non-traditional, emerging students, and departmental needs.

Instructional Support Member Evidence:

- ❒ Instructional support member implements and monitors specific strategies and behaviors in his/her area of responsibility for non-traditional, emerging students, and departmental needs
- ❒ Instructional support member analyzes specific causes of success or difficulty
- ❒ Instructional support member can explain the differential effects of specific strategies and behaviors that yield results for non-traditional, emerging students, and departmental needs

Participant Evidence:

N/A

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member implements specific strategies and a behavior regarding his/her plan of work and identifies the reasons for their effectiveness.	The instructional support member implements specific strategies and a behavior regarding his/her plan of work but does not accurately identify the reasons for their effectiveness.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	N/A	N/A	N/A	N/A	N/A

B. Implementing Traditional Resources

The instructional support member implements the available traditional resources (materials and human) for use in his/her plan of work and/or instructional activities.

Instructional Support Member Evidence:

- ❒ Instructional support member outlines resources within the immediate work environment or school that will be used enhance participants' understanding of the content
- ❒ Instructional support member outlines resources within the community that will be used to enhance participants' understanding of the content
- ❒ Instructional support member utilizes the resources within the immediate work environment and/or the school will be used to enhance participants' understanding of the content
- ❒ Instructional support member utilizes resources within the community will be used to enhance participants' understanding of the content

Participant Evidence:

N/A

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Implementing Traditional Resources	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member implements the available traditional resources that can enhance participant understanding and the manner in which they will be used.	The instructional support member implements the available traditional resources that can enhance participant understanding but does not identify the manner in which they will be used.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Implementing Traditional Resources	N/A	N/A	N/A	N/A	N/A

C. Implementing New Technologies

The instructional support member implements the use of available technology that can enhance his/her plan of work and/or participants' understanding of content in an instructional activity.

Instructional Support Member Evidence:

- ❒ Instructional support member implements available technology that will be used:
  - Interactive whiteboards
  - Response systems
  - Digital templates
  - Social networking sites
  - Blogs
  - Discussion boards
- ❒ Instructional support member demonstrates how the technology will be used to enhance participant learning
- ❒ Instructional support member can demonstrate how the technology will be used to reach his/her goals
- ❒ Instructional support member can demonstrate how the technology will be used to enhance participant learning

Participants Evidence:

N/A

Scale Levels: (choose one)

☐ Innovating ☐ Applying ☐ Developing ☐Beginning ☐Not Using ☐Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Implementing New Technologies	The instructional support member is a recognized leader in helping others with this activity	The instructional support member identifies the available technologies that can enhance his/her plan of work or participant understanding and the manner in which they will be used.	The instructional support member identifies the available technologies that can enhance his/her plan of work and/or participant understanding but does not identify the manner in which they will be used.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Implementing New Technologies	N/A	N/A	N/A	N/A	N/A

BrIDGES Learning Map
Domain 1: Strategies and Behaviors
Media Specialists

Lesson Segment: Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Presenting Clear Learning Goals and Feedback
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Media Center Routines

Lesson Segment: Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing New Information
11. Elaborating on New Information
12. Recording and Representing New Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

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

Lesson Segment : Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

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

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

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

Additional Elements

D. Demonstrating Inquiry-Based Learning and Research Process
E. Implementing Processes to Motivate Reading for Intrinsic Value
F. Demonstrating use of District and School Online Resources
G. Using Selection Tools and a Collection Development Plan to Purchase Resources
H. Organizing and Maintaining the Physical and Virtual Space to Support Personalized Learning and Flexible Use of the Media Center
I. Coordinating Literacy Activities to Support Multiple Interests, Learning Styles and Academic Needs

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

DQ1: Communicating Learning Goals and Feedback

1. Presenting Clear Learning Goals and Feedback

The library media specialist provides a clearly stated learning goal.

Library Media Specialist Evidence

- ❒ Has a learning goal posted so that all students can see it.
- ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.
- ❒ Makes reference to the learning goal throughout the lesson.
- ❒ Has a scale or rubric that relates to the learning goal posted so that all students can see it.
- ❒ Makes reference to the scale or rubric throughout the lesson.
- ❒ Supports the learning goals of the classroom teacher and/or the school-based curriculum.

Student Evidence

- ❒ When asked, students can explain the learning goal for the lesson.
- ❒ When asked, students can explain how their current activities relate to the learning goal.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Scale for Presenting Clear Learning Goals and Feedback	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of students' understanding of the learning goal and levels of performance.	Provides a clearly stated learning goal by a scale or rubric that describes level of performance, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Scale for Presenting Clear Learning Goals and Feedback	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique participant needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor participant's understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

3. Celebrating Success

The library media specialist recognizes students for academic or program achievement.

Library Media Specialist Evidence

- ❒ Involves students in designing classroom routines.
- ❒ Uses classroom meetings to review and process rules and procedures.
- ❒ 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.
- ❒ Establishes procedures for student use of the resources.
- ❒ Establishes procedures for instruction in small and large group settings.
- ❒ Establishes procedures for teacher use of resources.
- ❒ Establishes procedures for parent/community use of resources.

Student Evidence

- ❒ Students follow clear routines during class.
- ❒ When asked, students can describe established rules and procedures.
- ❒ When asked, students describe the media center as an orderly place.
- ❒ Students recognize cues and signals by the teacher.
- ❒ Students regulate their own behaviors.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating Success	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Establishes a systematic celebration of student success and monitors for evidence of the extent to which the majority of students are motivated to enhance their status.	Occasionally celebrates students' accomplishments but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating Success	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status that addresses a unique student need and situation?	In addition to providing students with recognition of their current status, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and the progress they are making towards the learning goal?	How can you begin to incorporate some aspect of this strategy in your instruction?

DQ6: Establishing Rules and Procedures

4. Establishing Media Center Routines

The library media specialist reviews expectations regarding rules and procedures to ensure their effective execution.

Library Media Specialist Evidence

- ❒ Involves students in designing classroom routines.
- ❒ Uses classroom meetings to review and process rules and procedures.
- ❒ 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.
- ❒ Establishes procedures for student use of the resources.
- ❒ Establishes procedures for instruction in small and large group settings.
- ❒ Establishes procedures for teacher use of resources.
- ❒ Establishes procedures for parent/community use of resources.

Student Evidence

- ❒ Students follow clear routines during class.
- ❒ When asked, students can describe established rules and procedures.
- ❒ When asked, students describe the media center as an orderly place.
- ❒ Students recognize cues and signals by the teacher.
- ❒ Students regulate their own behaviors.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing Media Center Routines	Adapts and creates new strategies for unique teacher and student needs and situations in order for the desired effect to be evident.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand the rules and procedures	Establishes and reviews expectations but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information

The library media specialist identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Library Media Specialist Evidence

- ❒ Begins the lesson by explaining why upcoming content is important.
- ❒ Tells students to get ready for some important information.
- ❒ Cues the importance of upcoming information in some indirect fashion:
  - Tone of voice
  - Body position
  - Level of excitement

Student Evidence

- ❒ When asked, students can describe the level of importance of the information addressed.
- ❒ When asked, students can explain why the content is important to pay attention to.
- ❒ Students visibly adjust their level of engagement.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Critical Information	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical, but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

7. Organizing Students to Interact with New Knowledge

The library media specialist reviews expectations regarding rules and procedures to ensure their effective execution.

Library Media Specialist Evidence

- ❒ Has established routines for student grouping and student interaction in groups.
- ❒ Organizes students into ad hoc groups for the lesson:
  - Dyads
  - Triads
  - Small groups up to about 5
- ❒ Consults with classroom teacher for ability grouping for specific projects or activities
- ❒ Organizes students into learning groups for instruction when appropriate.

Student Evidence

- ❒ Students move to groups in an orderly fashion.
- ❒ Students appear to understand expectations about appropriate behavior in groups:
  - Respect opinions of others
  - Add their perspective to discussions
  - Ask and answer questions

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Students to Interact with New Knowledge	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Organizes students into small groups to facilitate the processing of new knowledge for the majority of students and monitors for evidence of group processing.	Organizes students into small groups to facilitate the processing of new knowledge, but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

8. Previewing New Content

The library media specialist engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Library Media Specialist Evidence

- ❒ Uses preview questions before reading.
- ❒ Uses K-W-L strategy or variation of it.
- ❒ Asks or reminds students what they already know about the topic.
- ❒ Provides an advanced organizer:
  - Outline
  - Graphic organizer
- ❒ Has students brainstorm.
- ❒ Uses anticipation guide.
- ❒ Uses motivational hook/launching activity:
  - Anecdotes
  - Short selection from video
- ❒ Uses word splash activity to connect vocabulary to upcoming content.

Student Evidence

- ❒ When asked, students can explain linkages with prior knowledge.
- ❒ When asked, students make predictions about upcoming content.
- ❒ When asked, students can provide a purpose for what they are about to learn.
- ❒ Students actively engage in previewing activities

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing New Content	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors for evidence of the extent to which the majority of students are making linkages.	Signals to students which content is critical versus non-critical, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with part missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Previewing New Content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how might you monitor the extent to which students are making linkages?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your instruction?

9. Chunking Content into "Digestible Bites"

Based on student needs, the library media specialist breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

Library Media Specialist Evidence

- ❒ Stops at strategic points in a verbal presentation.
- ❒ While playing multi-media, the educator turns the recording off at key junctures.
- ❒ While providing a demonstration, the educator stops at strategic points.
- ❒ While students are reading information or stories orally as a class, the teacher stops at strategic points.
- ❒ Facilitates project-based research models such as FINDS, Big 6, or Independent Investigation Method (IMM) that break down the research model.

Student Evidence

- ❒ When asked, students can explain why the teacher is stopping at various points.
- ❒ Students appear to know what is expected of them when the teacher stops at strategic points.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking Content into "Digestible Bites"	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Breaks input experiences into small chunks and monitors for evidence of the extent to which chunks are appropriate for the majority of the students.	Breaks input experiences into small chunks but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

10. Processing New Information

During breaks in the presentation of content, the library media specialist engages students in actively processing new information.

Library Media Specialist Evidence

- ❒ Has group members summarize new information.
- ❒ Employs formal group processing strategies:
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ❒ Checks for understanding verbally or interactively at each level of new information or skill taught.
- ❒ Monitors individual application of skills during independent implementation of skills taught.

Student Evidence

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

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing New Information	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in summarizing, predicting, and questioning activities and monitors for evidence of the extent to which the activities enhance the majority of students' understanding.	Engages students in summarizing, predicting, and questioning activities but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Processing New Information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?

BrIDGES LEARNING MAP
MEDIA SPECIALISTS

11. Elaborating on New Information

The library media specialist asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Library Media Specialist Evidence

- ❒ Asks explicit questions that require students to make elaborative inferences about the content.
- ❒ Asks students to explain and defend their inferences.
- ❒ Presents situations or problems that require inference

Student Evidence

- ❒ Students volunteer answers to inferential questions.
- ❒ Students provide explanations and "proofs" for inferences.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on New Information	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in answering inferential questions and monitors for evidence of the extent to which the majority of students elaborate on what was explicitly taught.	Engages students in answering inferential questions but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

12. Recording and Representing New Knowledge

The library media specialist engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Library Media Specialist Evidence

- ❒ Asks students to summarize the information they have learned.
- ❒ Asks students to generate notes that identify critical information in the content.
- ❒ Asks students to create nonlinguistic representations for new content:
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- ❒ Asks students to create mnemonics that organize the content.
- ❒ Helps students create projects and presentations using digital tools such as presentation software (Power Point, Key Note) movie editing (iMovie, Adobe Premier), audio presentation tools (Voice Thread), and website creation (Google sites, glogster).
- ❒ Teaches students strategies for recording notes and citations during research including, but not limited to, digital tools such as Noodletools, Citation Machine) to record their sources, create outlines, create and manipulate notes to produce their research papers or projects.
- ❒ Instructs students in how to use applicable recording tools associated with databases to save their searches and research, create timelines, email their data or be productive with other applicable database features.

Student Evidence

- ❒ Students' summaries and notes include critical content.
- ❒ Students' nonlinguistic representations include critical content.
- ❒ When asked, students can explain main points of the lesson.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Scale for Recording and Representing New Knowledge	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors for evidence of the extent to which this enhances the majority of students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Scale for Recording and Representing New Knowledge	What are learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	In addition to engaging student in activities that help them record their understanding of new content in linguistic ways and/or in non-linguistic ways, how can you monitor the extent to which this enhances students' understanding?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	How can you begin to incorporate some aspect of this strategy in your instruction?

13. Reflecting on Learning

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

Library Media Specialist Evidence

- ❒ Asks students to state or record what they are clear about and what they are confused about.
- ❒ Asks students to state or record how hard they tried.
- ❒ Asks students to state or record what they might have done to enhance their learning.
- ❒ Uses a research process model which includes reflection in its steps, (such as FINDS, Big 6,and IIM).

Student Evidence

- ❒ When asked, students can explain what they are clear about and what they are confused about.
- ❒ When asked, students can describe how hard they tried.
- ❒ When asked, students can explain what they could have done to enhance their learning.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on Learning	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which the majority of the students self assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content

The Library Media Specialist engages students in a brief review of content that highlights the critical information.

Library Media Specialist Evidence

- ☐ Begins the lesson with a brief review of content
- ☐ Uses specific strategies to review information:
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise

Student Evidence

- ☐ When asked, students can describe the previous content on which new lesson is based
- ☐ Student responses to class activities indicate that they recall previous content

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing Content	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in a brief review of content that highlights the critical information and monitors for evidence of the extent to which the majority of students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

15. Organizing Students to Practice and Deepen Knowledge

The Library Media Specialist uses grouping in ways that facilitate practicing and deepening knowledge.

Library Media Specialist Evidence

- ☐ Organizes students into groups with the expressed idea of deepening their knowledge of informational content
- ☐ Organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence

- ☐ When asked, students explain how the group work supports their learning
- ☐ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
  - Asking each other questions
  - Obtaining feedback from their peers

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Students to Practice and Deepen Knowledge	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Organizes students into groups to practice and deepen their knowledge and monitors for evidence of the extent to which the group work extends the majority of students' learning.	Organizes students into groups to practice and deepen their knowledge, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

17. Examining Similarities and Differences

When the content is informational, the Library Media Specialist helps students deepen their knowledge by examining similarities and differences.

Library Media Specialist Evidence

Engages students in activities that require students to examine similarities and differences between content

- Comparison activities
- Classifying activities
- Analogy activities
- Metaphor activities

☐ Facilitates the use of these activities to help students deepen their understanding of content

- Ask students to summarize what they have learned from the activity
- Ask students to explain how the activity has added to their understanding

Student Evidence

- ☐ Student artifacts indicate that their knowledge has been extended as a result of the activity
- ☐ When asked about the activity, student responses indicate that they have deepened their understanding
- ☐ When asked, students can explain similarities and differences
- ☐ Student artifacts indicate that they can identify similarities and differences

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining Similarities and Differences	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors for evidence of the extent to which the majority of the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

18. Examining Errors in Reasoning

When content is informational, the Library Media Specialist helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Library Media Specialist Evidence

- ☐ Asks students to examine information for errors or informal fallacies
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- ☐ Asks students to examine the strength of support presented for a claim
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim

Student Evidence

- ☐ When asked, students can describe errors or informal fallacies in information
- ☐ When asked, students can explain the overall structure of an argument presented to support a claim
- ☐ Student artifacts indicate that they can identify errors in reasoning

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining Errors in Reasoning	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which the majority of students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the media specialist engages students in practice activities that help them develop fluency. The Media Specialist engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process.

Library Media Specialist Evidence

- ☐ Guided practice if students cannot perform the skill, strategy, or process independently
- ☐ Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

- ☐ Students perform the skill, strategy, or process with increased confidence
- ☐ Students perform the skill, strategy, or process with increased competence

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Practicing Skills, Strategies, and Processes	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of students' fluency.	When content involves a skill, strategy, or process engages students in practice activities, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

20. Revising Knowledge

The Library Media Specialist engages students in revision of previous knowledge about content addressed in previous lessons. Media Specialist engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process.

Library Media Specialist Evidence

- ☐ Asks students to examine previous entries in their academic notebooks or notes
- ☐ Engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- ☐ Has students explain how their understanding has changed

Student Evidence

- ☐ Students make corrections to information previously recorded about content
- ☐ When asked, students can explain previous errors or misconceptions they had about content

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising Knowledge	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in revision of previous content and monitors for evidence of the extent to which these revisions deepen the majority of students' understanding.	Engages students in revision of previous content, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks

The Library Media Specialist organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Library Media Specialist Evidence

- ☐ Establishes the need to generate and test hypotheses
- ☐ Organizes students into groups to generate and test hypotheses

Student Evidence

- ☐ When asked, students describe the importance of generating and testing hypotheses about content
- ☐ When asked, students explain how groups support their learning
- ☐ Students use group activities to help them generate and test hypotheses

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Students for Cognitively Complex Tasks	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of students.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Students for Cognitively Complex Tasks	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize students in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

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

The Library Media Specialist engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Library Media Specialist Evidence

- ☐ Engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- ☐ Facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence

- ☐ Students are clearly working on tasks that require them to generate and test hypotheses
- ☐ When asked, students can explain the hypothesis they are testing
- ☐ When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- ☐ Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors for evidence of the extent to which the majority of students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation), but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your instruction?

23. Providing Resources and Guidance

The library media specialist acts as resource provider and guide as students engage in cognitively complex tasks.

Library Media Specialist Evidence

- ☐ Makes himself/herself available to students who need guidance or resources:
  - Circulates around the room
  - Provides easy access to himself/herself
- ☐ Interacts with students during the class to determine their needs for hypothesis generation and testing tasks.
- ☐ Volunteers resources and guidance as needed by the entire class, groups of students, or individual students.
- ☐ Provides resource support and guidance to teachers, parents and students with specific needs.
- ☐ Informs students and teachers about diverse resources available through the library's portal.
- ☐ Guides students to opposing viewpoints on cognitively complex issues.
- ☐ Guides students to digital and print resources that support project-based learning.
- ☐ Creates pathfinders or collects actual resources to complement classroom learning.
- ☐ Extends resources into the community by referencing public libraries, museums and other community resources.

Student Evidence

- ☐ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
- ☐ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

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

Reflection Questions

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

DQ5: Engaging Students

24. Noticing when Students are Not Engaged

The library media specialist scans the room making note of when students are not engaged and takes overt action.

Library Media Specialist Evidence

- ❑ Notices when specific students or groups of students are not engaged.
- ❑ Notices when the energy level in the room is low.
- ❑ Takes action to re-engage students.

Student Evidence

- ❑ Students appear aware of the fact that the teacher is taking note of their level of engagement.
- ❑ Students try to increase their level of engagement when prompted.
- ❑ When asked, students explain that the teacher expects high levels of engagement.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when Students are Not Engaged	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Scans the room making note of when students are not engaged and takes action and monitors for evidence of the extent to which the majority of students re-engage	Scans the room making note of when students are not engaged and takes action, but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

25. Using Academic Games

The library media specialist uses academic games and inconsequential competition to maintain student engagement.

Library Media Specialist Evidence

- ❑ Uses structured games such as Jeopardy, Family Feud, and the like.
- ❑ Develops impromptu games such as making a game out of which answer might be correct for a given question.
- ❑ Uses friendly competition along with classroom games.
- ❑ Library Media Specialist uses digital academic games such as response clickers to review learning.
- ❑ Library Media Specialist sets up learning stations that include electronic or manual [board] games that stimulate thinking.

Student Evidence

- ❑ Students engage in the games with some enthusiasm.
- ❑ When asked, students can explain how the games keep their interest and help them learn or remember content.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Academic Games	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses academic games and inconsequential competition to maintain student engagement and monitors for evidence of the extent to which the majority of students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using Academic Games	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How can you use academic games and inconsequential competition to maintain student engagement?	How can you begin to incorporate some aspect of this strategy in your instruction?

28. Maintaining a Lively Pace

The library media specialist uses pacing techniques to maintain students' engagement.

Library Media Specialist Evidence

- ❑ Employs crisp transitions from one activity to another.
- ❑ Alters pace appropriately (i.e. speeds up and slows down).

Student Evidence

- ❑ Students quickly adapt to transitions and re-engage when a new activity is begun.
- ❑ When asked about the pace of the class, students describe it as not too fast or not too slow.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a Lively Pace	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses pacing techniques to maintain students' engagement and monitors for evidence of the extent to which these techniques keep the majority of students engaged.	Uses pacing techniques to maintain students' engagement but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a Lively Pace	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique student needs and situations?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How can you use pacing techniques to maintain students' engagement?	How can you begin to incorporate some aspect of this strategy in your instruction?

29. Demonstrating Intensity and Enthusiasm

The library media specialist demonstrates intensity and enthusiasm for the content in a variety of ways.

Library Media Specialist Evidence

- ❑ Describes personal experiences that relate to the content.
- ❑ Signals excitement for content by:
  - o Physical gestures
  - o Voice tone
  - o Dramatization of information
- ❑ Overtly adjusts energy level.

Student Evidence

- ❑ When asked, students say that the teacher "likes the content" and "likes teaching".
- ❑ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Intensity and Enthusiasm	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors for evidence of the extent to which the majority students' engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Intensity and Enthusiasm	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How can you demonstrate intensity and enthusiasm for content in a variety of ways?	How can you begin to incorporate some aspect of this strategy in your instruction?

31. Providing Opportunities for Students to Talk about Themselves

The Library Media Specialist provides students with opportunities to relate what is being addressed in class to their personal interests.

Library Media Specialist Evidence

- ❑ Is aware of student interests and makes connections between these interests and class content
- ❑ Structures activities that ask students to make connections between the content and their personal interests
- ❑ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

Student Evidence

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

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Opportunities for Students to Talk about Themselves	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors for evidence of the extent to which these activities enhance the majority of students' engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

32. Presenting Unusual or Intriguing Information

The Library Media Specialist uses unusual or intriguing information about the content in a manner that enhances student engagement.

Library Media Specialist Evidence

- ❑ Systematically provides interesting facts and details about the content
- ❑ Encourages students to identify interesting information about the content
- ❑ Engages students in activities like "Believe it or not" about the content
- ❑ Uses guest speakers to provide unusual information about the content

Student Evidence

- ❑ Students' attention increases when unusual information is presented about the content
- ❑ When asked, students explain how the unusual information makes them more interested in the content

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting Unusual or Intriguing Information	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses unusual or intriguing information about the content and monitors for evidence of the extent to which this information enhances the majority of students' interest in the content.	Uses unusual or intriguing information about the content, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Presenting Unusual or Intriguing Information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	In addition to, using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students' interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate this strategy into your instruction?

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"

The library media specialist uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Library Media Specialist Evidence

- ❑ Physically occupies all quadrants of the room.
- ❑ Scans the entire room making eye contact with all students.
- ❑ Recognizes potential sources of disruption and deals with them immediately.
- ❑ Proactively addresses inflammatory situations.

Student Evidence

- ❑ Students recognize that the teacher is aware of their behavior.
- ❑ When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses behaviors associated with "withitness" and monitors for evidence of the effect on the majority of students' behavior.	Uses behaviors associated with "withitness" but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

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

The library media specialist applies consequences for not following rules and procedures consistently and fairly.

Library Media Specialist Evidence

- ❑ Provides nonverbal signals when students' behavior is not appropriate:
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head, no
- ❑ Provides verbal signals when students' behavior is not appropriate:
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- ❑ Uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior).
- ❑ Involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior).
- ❑ Uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken).

Student Evidence

- ❑ Students cease inappropriate behavior when signaled by the teacher.
- ❑ Students accept consequences as part of the way class is conducted.
- ❑ When asked, students describe the teacher as fair in application of rules.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying Consequences for Lack of Adherence to Rules and Procedures	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Applies consequences for not following rules and procedures consistently and fairly and monitors for evidence of the extent to which rules and procedures are followed by the majority of students.	Applies consequences for not following rules and procedures consistently and fairly but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

35. Acknowledging Adherence to Rules and Procedures

The library media specialist consistently and fairly acknowledges adherence to rules and procedures.

Library Media Specialist Evidence

- ❑ Provides nonverbal signals that a rule or procedure has been followed:
  - o Smile
  - o Nod of head
  - o High Five
- ❑ Gives verbal cues that a rule or procedure has been followed:
  - o Thanks students for following a rule or procedure
  - o Describes student behaviors that adhere to rule or procedure
- ❑ Notifies the home when a rule or procedure has been followed.
- ❑ Uses tangible recognition when a rule or procedure has been followed:
  - o Certificate of merit
  - o Token economies

Student Evidence

- ❑ Students appear appreciative of the teacher acknowledging their positive behavior.
- ❑ When asked, students describe teacher as appreciative of their good behavior.
- ❑ The number of students adhering to rules and procedures increases.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging Adherence to Rules and Procedures	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Acknowledges adherence to rules and procedures consistently and fairly, and monitors for evidence of the extent to which new actions affect the majority of students' behaviors.	Acknowledges adherence to rules and procedures consistently and fairly, but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students' Interests and Background

The library media specialist uses students' interests and background to produce a climate of acceptance and community.

Library Media Specialist Evidence

- ❑ Has side discussions with students about events in their lives
- ❑ Has discussions with students about topics in which they are interested .
- ❑ Builds student interests into lessons.
- ❑ Regularly seeks input from students to determine reading interests and motivations.
- ❑ Includes results from a suggestion box or survey in selection of books.
- ❑ Builds displays around students' interests.

Student Evidence

- ❑ When asked, students describe the teacher as someone who knows them and/or is interested in them.
- ❑ Students respond when teacher demonstrates understanding of their interests and background.
- ❑ When asked, students say they feel accepted.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding Students' Interests and Background	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses students' interests and background during interactions with students and monitors for evidence of the extent of the sense of community in the library.	Uses students' interests and background during interactions with students but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding Students' Interests and Background	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies to use students' interests and background that address unique student needs and situations?	In addition to using students' interests and background during interactions with students, how can you monitor the extent of the sense of community in the library?	How can you use students' interests and background in your interactions with students?	How can you begin to incorporate some aspect of this strategy in your instruction?

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

When appropriate, the library media specialist uses verbal and nonverbal behavior that indicates caring for students.

Library Media Specialist Evidence

- ❑ Compliments students regarding academic and personal accomplishments.
- ❑ Engages in informal conversations with students that are not related to academics.
- ❑ Uses humor with students when appropriate.
- ❑ Smiles, nods, (etc) at students when appropriate.
- ❑ Puts hand on students' shoulders when appropriate.
- ❑ Addresses students' special requests.
- ❑ Gives students opportunities to assist and/or volunteer.

Student Evidence

- ❑ When asked, students describe teacher as someone who cares for them.
- ❑ Students respond to teachers verbal interactions.
- ❑ Students respond to teachers nonverbal interactions.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and Nonverbal Behaviors that Indicate Caring for Students	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors for evidence of the quality of relationships in the classroom among the majority of the students.	Uses verbal and nonverbal behaviors that indicate caring for students but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and Nonverbal Behaviors that Indicate Caring for Students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and non-verbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and non-verbal behaviors that indicate caring for students, how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate some aspect of this strategy in your instruction?

38. Displaying Objectivity and Control

The library media specialist behaves in an objective and controlled manner.

Library Media Specialist Evidence

- ❑ Does not exhibit extremes in positive or negative emotions.
- ❑ Addresses inflammatory issues and events in a calm and controlled manner.
- ❑ Interacts with all students in the same calm and controlled fashion.
- ❑ Does not demonstrate personal offense at student misbehavior.

Student Evidence

- ❑ Students are settled by the teacher's calm demeanor.
- ❑ When asked, the students describe the teacher as in control of himself/herself and in control of the class.
- ❑ When asked, students say that the teacher does not hold grudges or take things personally.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying Objectivity and Control	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Behaves in an objective and controlled manner and monitors the overall effect on the library climate the majority of times.	Behaves in an objective and controlled manner but does not monitor the overall effect on the library climate the majority of times.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students

The library media specialist exhibits behaviors that demonstrate value and respect for low expectancy students.

Library Media Specialist Evidence

- ❑ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students.
- ❑ Provides low expectancy with nonverbal indications that they are valued and respected:
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- ❑ Provides low expectancy students with verbal indications that they are valued and respected:
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- ❑ Does not allow negative comments about low expectancy students.
- ❑ Promotes reading programs specifically for low expectancy students.
- ❑ Assists low expectancy students individually in selecting books that match their interests.
- ❑ Collaborates with teachers of low expectancy students on activities appropriate for their reading levels.
- ❑ Ensures that reading materials (high/low) are available for all students.

Student Evidence

- ❑ When asked, students say that the teacher cares for all students.
- ❑ Students treat each other with respect.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Value and Respect for Low Expectancy Students	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Value and Respect for Low Expectancy Students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies that exhibit behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact that it is having on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate some aspect of this strategy in your instruction?

40. Asking Questions of Low Expectancy Students

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

Library Media Specialist Evidence

- ❑ Makes sure low expectancy students are asked questions at the same rate as high expectancy students.
- ❑ Makes sure low expectancy students are asked complex questions at the same rate as high expectancy students.

Student Evidence

- ❑ When asked, students say the teacher expects everyone to participate.
- ❑ When asked, students say the teacher asks difficult questions of every student.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Asking Questions of Low Expectancy Students	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students but the majority of the students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Asking Questions of Low Expectancy Students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the impact that it is having on students?	How can you demonstrate asking questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate some aspect of this strategy in your instruction?

41. Probing Incorrect Answers with Low Expectancy Students

The Library Media Specialist probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Library Media Specialist Evidence

- ❑ Asks low expectancy students to further explain their answers when they are incorrect
- ❑ Rephrases questions for low expectancy students when they provide an incorrect answer
- ❑ Breaks a question into smaller and simpler parts when a low expectancy student answers a questions incorrectly
- ❑ When low expectancy students demonstrate frustration the educator allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence

- ❑ When asked, students say that the teacher won't "let you off the hook"
- ❑ When asked, students say that the teacher "won't give up on you"
- ❑ When asked, students say the teacher helps them answer questions successfully

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing Incorrect Answers with Low Expectancy Students	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors for evidence of the level and quality of responses of the majority of students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

ADDITIONAL ELEMENTS

D. Demonstrating Inquiry-Based Learning and the Research Process

The library media specialist collaborates with the teacher to stimulate research, production, and communication.

Library Media Specialist Evidence

- ❑ Collaboratively implements inquiry-based projects accessing higher levels of cognition such as: analysis, evaluation, and creativity with information
- ❑ Uses research models such as FINDS
- ❑ Guides students through the research process
- ❑ Provides digital and print aids that help learners collect and communicate information

Student Evidence

- ❑ Students can demonstrate how to locate, select, evaluate, and synthesize relevant sources of information
- ❑ Students can demonstrate various ways to take existing information to apply in a new and relevant way.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Inquiry-Based Learning and the Research Process	Is a collaborative leader in initiating, implementing, and reflecting on inquiry-based projects.	Teaches information literacy skills within the context of a classroom-based project.	Teaches information literacy skills independent of classroom instruction.	Attempts to perform this activity but does not actually complete or follow through with the attempts.	Makes no attempt to perform this activity.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Inquiry-Based Learning and the Research Process	What are you learning as you help others learn about inquiry-based projects?	How can you begin to incorporate inquiry-based learning through classroom-based projects?	How can you begin to teach information literacy skills within the context of a classroom-based project?	How can you begin to teach information literacy skills?	How can you begin to incorporate some aspect of this strategy in your instruction?

E. Implementing Processes to Motivate Reading for Intrinsic Value

The library media specialist actively promotes reading for personal growth and pleasure

Library Media Specialist Evidence

- ❑ Promotes reading in traditional and innovative ways using print and digital test devices such as Playaways, eBooks, e-readers and tablets
- ❑ Engages learners in reading, writing, and listening for understanding and enjoyment
- ❑ Creates an environment where independent reading is valued, promoted, and encouraged
- ❑ Helps students to use social media such as blogs, tweets and wikis to communicate globally about what they are reading
- ❑ Creates opportunities to involve caregivers, parents, and other family members in their child's reading
- ❑ Motivates learners to read fiction and nonfiction through reading aloud, booktalks, display, exposure to authors, and creating digital booktalks or book trailers
- ❑ Coordinates school-wide reading programs such as Battle of the books, Reading Counts, Sunshine State Young Readers or Florida Teens Read
- ❑ Promotes alternative reading options through reading lists, bibliographies and webliographines that include a range of reading material including graphic novels, eBooks, and other formats

Student Evidence

- ❑ Students can utilize Destiny to select library material for personal interest
- ❑ Students can independently browse the shelves to select reading materials
- ❑ Students participate in school-wide reading programs

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Implementing Processes to Motivate Reading for Intrinsic Value	Is a leader in implementing exceptional reading promotion activities.	Promotes reading through school-wide programs and interactive reading activities and monitors for evidence of the extent to which that influences the culture of the school.	Creates an environment where independent reading for understanding and enjoyment is valued, but does not monitor its influence on the culture of the school.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Implementing Processes to Motivate Reading for Intrinsic Value	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies to promote reading through school-wide programs that address unique student needs and situations?	In addition to creating an environment where independent reading for understanding and enjoyment is valued, how can you monitor the influence on the school-wide culture?	How can you begin to create an environment where independent reading for understanding is valued?	How can you begin to incorporate some aspect of this strategy?

F. Demonstrating Use of District and School Online Resources

District Proved digital resources interface with the library program through web pages, electronic reference database subscriptions, Learning Village, Learning Tools, the online catalog, productivity tools, and reading promotion programs

Library Media Specialist Evidence

- ❑ Instructs students in the use of federal searches across databases, websites, and library materials to maximize their results
- ❑ Utilizes the report feature in the library catalog to assist students in making book choices
- ❑ Prepares resource lists and pathfinders to assist teachers and students
- ❑ Prepares reports from a reading promotion program such as Reading Counts to assess student's reading progress
- ❑ Uses SharePoint, google.docs and Learning Village to retrieve shared resources to enhance the students' learning experience
- ❑ Uses home pages of Edline and Destiny to promote resources

Student Evidence

- ❑ When asked students can navigate to appropriate school and district virtual database to find information pertinent to the task
- ❑ When asked students can access different features and search options in the online catalog
- ❑ When asked students can use different productivity tools to create a product that meets learning goals
- ❑ When asked students can take a Reading Counts quiz

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Use of District and School Online Resources	Is a recognized leader in helping others with this activity.	The library media specialist keeps an up-to-date webpage that links to district resources; teaches digital literacies, promotes electronic resources including database subscriptions to students, promotes reading programs such as Accelerated Reader and uses usage data from all available electronic resources to revise instruction and make purchasing decisions.	The library media specialist keeps a web page; teaches digital literacies, promotes electronic resources including database subscriptions to students, promotes reading program such as such as Accelerated Reader and collects usage data but information is not used to revise instruction or influence purchasing decisions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Use of District and School Online Resources	What are you learning about your students as you adapt/create new strategies and help others in this area?	How might you adapt and create new strategies to maximize the usage and benefits of the school and/or district digital resources that address unique student needs and situations?	In addition to maximize the usage and benefits of the school and/or district digital resources, how can you use that information to revise instruction or influence purchasing decisions?	How can you maximize the usage and benefits of the school and/or district digital resources?	How can you begin to incorporate some aspect of this strategy?

G. Using Selection Tools and a Collection Development Plan to Purchase Resources

The library media specialist maintains a well-developed collection of digital and print resources that support curricular topics research and user' interest. Selection is performed according to district and school policies that promote equitable access to materials to meet the needs of a diverse population

Library Media Specialist Evidence

- ❑ Creates a Collection Development Policy, submitted to the district, that includes standard ALA elements, such as a statement on Intellectual Freedom, Challenge Procedure and Reader's Bill of Rights, School District Policy 8.12
- ❑ Develops and communicates short and long term purchasing goals with stakeholders
- ❑ Utilizes professional reviews and/or selection tools to purchase resources
- ❑ Uses collection analysis tools to evaluate the age and strengths/weaknesses of the collection before selecting new resources
- ❑ Acquires and promotes a current, high quality, high-interest collection of resources in print and digital formats

Student Evidence

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Selection Tools and a Collection Development Plan to Purchase Resources	Adapts and collaboratively creates new program documents and purchasing goals that are communicated widely with stakeholders.	The library media specialist submits a collection development policy with administration and with the district. New resources are professionally reviewed; reflect cultural diversity and differentiated learning for the population served.	The library media specialist has an out-of-date or incomplete collection development policy but does not regularly use selection tools for purchases.	Uses the Collection Development Policy, short and long-term purchasing goals and selection tools incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using Selection Tools and a Collection Development Plan to Purchase Resources	What are you learning about your library collection needs as you communicate widely with stakeholders?	How might you begin to collaboratively create program documents and discuss purchasing needs goals with stakeholders?	How can you begin to have a current and complete collection development policy?	How can your knowledge of things such as, Collection Development Policy, short and long-term purchasing goals and selection tools translate into having an improved collection policy?	How can you begin to incorporate some aspect of Collection Development Policy, short and long-term purchasing goals and selection tools into your repertoire?

H. Organizing and Maintaining the Physical and Virtual Space to Support Personalized Learning and Flexible Use of the Media Center

The library media specialist provides flexible and equitable patron access to physical and virtual collections. Materials are aesthetically displayed, and signage clearly directs patrons to resources. The physical layout enables multiple learning activities to occur simultaneously.

Library Media Specialist Evidence

- ❑ Designs learning spaces that accommodate a range of teaching methods.
- ❑ Provides sufficient and appropriate shelving and storage of resources.
- ❑ Provides space and seating that enhances and encourages technology use, leisure reading and browsing, and the use of materials in all formats.
- ❑ Maintains a library website in Destiny that provides 24-7 access to digital information resources.

Student Evidence

- ❑ When asked, students can describe the arrangement of materials in the library media center.
- ❑ When asked, the student can locate Learning Tools, Destiny Library Catalog and other digital resources on the school or district web page.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing and Maintaining the Physical and Virtual Space to Support Personalized Learning and Flexible Use of the Media Center	Expands the library participation and student learning experiences through the design of physical and virtual spaces.	Physical and virtual collections are aesthetically displayed and clearly labeled by signage.	Creates an attractive and welcoming learning space.	Attempts to perform this activity but does not actually complete or follow through with the attempts.	Makes no attempt to perform this activity.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing and Maintaining the Physical and Virtual Space to Support Personalized Learning and Flexible Use of the Media Center	Describe the positive outcomes between library participation and the design of the Media Center.	How might you adapt and create new strategies to increase library participation?	In addition to paying attention to the physical space of the Media Center, how can you begin to look at the set up of the physical and virtual collections?	How can you begin to alter the design of the Media Center environment?	How can you begin to incorporate some aspect of this strategy in your instruction?

BrIDGES LEARNING MAP
MEDIA SPECIALISTS

I. Coordinating Literacy Activities to Support Multiple Interests, Learning Styles and Academic Needs

The library media specialist develops literacy program goals and activities that support active and participatory learning for multiple interests, learning styles and academic needs to ensure equitable access to ideas and information throughout the school community.

Library Media Specialist Evidence

- ❑ Designs learning spaces and activities that support multiple interests, learning styles and academic needs for students, teachers and parents.
- ❑ Seeks input from appropriate members of the school and community when developing literacy goals and program guidelines.
- ❑ Adheres to school board polices on material selections and challenges

Student Evidence

- ❑ When asked, students can describe where and how to locate both print and digital library resources that best support their interests, learning styles and academic needs

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Coordinating Literacy Activities to Support Multiple Interests, Learning Styles and Academic Needs	The library media specialist is a recognized literacy leader in the school, helping to design school wide literacy experiences and resources that support multiple interests, learning styles and academic needs for the entire school community, (i.e. students, teachers and parents).	The library media specialist initiates and supports literacy activities that support multiple interests, learning styles and academic needs of both teachers and students.	The library media specialist participates in literacy activities that support multiple interests, learning styles and academic needs of students.	The library media specialist attempts to perform this activity, but does not actually complete or follow through with the attempts.	The library media specialist makes no attempt to perform this activity.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Coordinating Literacy Activities to Support Multiple Interests, Learning Styles and Academic Needs	Describe how the community has been impacted through the literacy experiences you helped to create.	How might you adapt and create new strategies for literacy activities that will create school-wide literacy experiences?	How can you support the diverse needs of our student population and at the same time meet the needs of our teachers through literacy activities?	How can you begin to participate in literacy activities that meet the diverse needs of our student population?	How can you begin to incorporate some aspect of this strategy in your instruction?

BrIDGES Learning Map

Domain 1: Strategies and Behaviors *Psychologist/Social Worker/Counselor/Technical*

Lesson Segment: Involving Routine Events

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

DQ6: Establishing Rules and Procedures
4. Establishing Support Routines/Processes
5. Supporting and Organizing the Physical Layout of the Session Room

Lesson Segment: Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing and Orienting Participant to Interact with New Knowledge
9. Chunking Content into "Digestible Bites"
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
15. Organizing Participants to Practice and Deepen Knowledge
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Supporting Practicing Skills, Strategies, and Processes
20. Revising Knowledge

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

Lesson Segment - Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Participants are Not Engaged
25. Using Activities to Engage Students
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
31. Providing Opportunities for Participants to Talk about Themselves

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
35. Acknowledging Adherence to Rules and Procedures

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

DQ9: Communicating High Expectations for All Students
39. Communicating Value and Respect for Low Expectancy Participants

Additional Elements

J. Contacting and Communicating with Parents, Teachers and Students to Facilitate Educational Planning
K. Accessing, Evaluating and Utilizing Technology to Safeguard and Enhance the Quality of Services
L. Applying and Implementing Evidence-Based Strategies and Best Practices to Improve Participant Performance
M. Facilitating Design and Delivery of Interventions to help Participants Develop Effective Behaviors
N. Recognizing and Addressing Systemic Problems that Impact Student Progress and Success.
O. Coordinate Services Between Schools, Families, and Community Providers.
P. Preparing Written Reports in Clear Understandable Terms that Incorporate All Relevant School and Background Information
Q. Providing Counseling, Behavioral Coaching, and or Interventions through Direct, Indirect or Consultation Services
R. Collecting and Analyzing Data to Develop and Implement Interventions Within a Problem-Solving Framework

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)

The Therapist/Teacher provides clearly stated long-term learning goals commensurate with individual needs accompanied by outcomes that describe levels of performance relative to the learning goal(s).

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Learning goals have been articulated to the students/recipients via the Individual Education Plan (IEP)
- ☐ Therapist/Teacher makes reference to the learning goals and outcomes throughout the lesson/ workshop/ meeting/ conference
- ☐ Therapist/Teacher shares/develops learning goal(s) with students/ recipients
- ☐ The Therapist/Teacher develops clinical management plans, which are easily followed, comprehensive and consistent with clinical objectives

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can explain the long-term learning goals
- ☐ When asked, participants can explain how their current activities relate to the long-term learning goal(s)
- ☐ Teacher acknowledges participants who have achieved a certain score on the scale or rubric

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Clear Learning Goals and Scales (Rubrics)	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of participants' understanding of the learning goal and the levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but the majority of participants are not monitored for the desired effect of the strategy	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing Clear Learning Goals and Scales (Rubrics)	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique participant needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor participant's understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

2. Tracking Participant Progress

The Therapist/Teacher tracks student progress on one or more learning goals.
OR
The Therapist/Teacher when completing an evaluation correctly scores and completes all protocols following appropriate prescribed standardized methods using a variety of appropriate measures.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher tracks student progress on the learning goal(s) of the IEP on which they are providing service.
- ☐ Maintains clinical data/evaluation results on all students.
- ☐ Evaluation protocols are scored appropriately based on the evaluation manual.
- ☐ Therapist/Teacher fulfills required FTE and Federal record-keeping accurately and punctually.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can describe their status relative to the learning goal using the scale or rubric.
- ☐ Participants systematically update their status on the learning goal.

Scale Levels: (choose one)
□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking Participant Progress	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all participants	Facilitates tracking of participant progress using a formative approach to assessment and monitors for evidence of the extent to which the majority of participants understand their level of performance.	Facilitates the tracking of participant progress using a formative approach to assessment, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

BrIDGES LEARNING MAP
PSYCHOLOGIST/SOCIAL WORKER/COUNSELOR/TECHNICAL

3. Celebrating Success

The Therapist/Teacher recognizes the progress of students/recipients toward the learning goal(s).
OR
The Therapist/Teacher when completing an evaluation provides the student/recipient with verbal affirmation of compliance and attention to the requested tasks and the choice of instruments utilized is based upon the needs of the child.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher/educator acknowledges gains in the student/recipient knowledge and skill relative to the learning goal.
- ☐ Therapist/Teacher utilizes a variety of ways to acknowledge success including verbal and written affirmation.
- ☐ Therapist/Teacher uses a variety of ways to celebrate success.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participant show signs of pride regarding their accomplishments in the class.
- ☐ When asked, participant say they want to continue to make progress.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating Success	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provides participants with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of participants are motivated to enhance their status.	Provides participants with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ6: Establishing Rules and Procedures

4. Establishing Support Routines/Processes

The Therapist/Teacher reviews expectations regarding rules and/or procedures to ensure their effective execution.
OR
The Therapist/Teacher when completing an evaluation explains procedures in a standardized format relative to the assessment tool and/or expectations of behaviors during the evaluation session and requires the child to follow the recommended protocol.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher has procedures and routines in place when working with students/recipients.
- ☐ Therapist/Teacher assists educators in developing rules, routines, and procedures for working with students with special needs.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants follow clear routines during class/meetings/workshops.
- ☐ When asked, participants can describe established rules and procedures.
- ☐ When asked, participants can describe the classroom/environment as orderly.
- ☐ Participants recognize cues and signals by the therapist/teacher.
- ☐ Participants regulate their own behavior.

Scale Levels: (choose one)
□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing Support Routines/Processes	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of participants understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

5. Supporting and Organizing the Physical Layout of the Session Room

The Therapist/Teacher organizes the physical layout of the classroom/therapy room to facilitate movement and focus on learning or is conducive to evaluation activities.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher organizes the physical layout of the classroom/therapy room to facilitate a focus on the conversation.
- ☐ Therapist/Teacher arranges the physical layout of the classroom to ensure that there are clear traffic patterns and that the classroom arrangement provides easy access to materials and centers.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants describe the environment as conducive for learning/collaboration.
- ☐ Participants make use of materials and learning centers.
- ☐ Participants attend to the information provided on boards or charts.
- ☐ Participants focus on the therapist/teacher during therapy/instruction.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing the Physical Layout of the Session Room	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes the physical layout of the session room to facilitate movement and focus on learning and monitors for evidence of the impact of the environment on the majority of participant learning.	Organizes the physical layout of the session room to facilitate movement and focus on learning, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Supporting and Organizing the Physical Layout of the Session Room	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the session room to facilitate movement and focus on learning that addresses unique participant needs and situations?	In addition to organizing the physical layout of the session room to facilitate movement and focus on learning, how can you monitor the impact of the environment on participant learning?	How can you organize the physical layout of the session room to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information

The Therapist/Teacher identifies, and assists students/recipients in identifying, critical information pertinent to students/recipients.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher assists the educator in the identification of critical information of a given lesson.
- ☐ Therapist/Teacher utilizes strategies to assist students/recipients in identifying and delivering critical information.
- ☐ Therapist/Teacher articulates the importance of standards/content/topics to students/recipients.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can describe the level of importance of the information addressed in class/environment.
- ☐ When asked, participants can explain why the content is important.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Critical Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Signals to participants which content is critical versus non-critical and monitors for evidence of the extent to which the majority of participants are attending to critical information.	Signals to participants which content is critical versus non-critical, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

7. Organizing and Orienting Participants to Interact with New Knowledge

The Therapist/Teacher organizes students/recipients into small groups to facilitate the processing of new information.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher organizes student groups to facilitate therapy sessions.
- ☐ Therapist/Teacher has established routines for grouping students/recipients.
- ☐ Therapist/Teacher organizes students/recipients into small groups to facilitate the processing of new information.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants move to groups in an orderly fashion.
- ☐ Participants appear to understand expectations about appropriate behavior in groups.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing and Orienting Participants to Interact with New Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into small groups to facilitate the processing of new knowledge for the majority of the participants and monitors for evidence of group processing.	Organizes participants into small groups to facilitate the processing of new knowledge, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing and Orienting Participants to Interact with New Knowledge	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing participants to interact with new knowledge that address unique participant needs and situation?	In addition to organizing participants into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize participants into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspects of this strategy into your instruction?

9. Chunking Content into "Digestible Bites"

Based on student/recipient needs, the Therapist/Teacher breaks the content or goal into small chunks (i.e. digestible bites) of information that can be easily processed.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher stops at strategic points during facilitation, mentoring, coaching, delivery of content, and/or presentation of new information.
- ☐ Therapist/Teacher guides educators in chunking information into digestible bites.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants appear to know what is expected of them when the teacher stops at strategic points.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking Content into "Digestible Bites"	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Breaks input experiences into small chunks based on participant needs and monitors for evidence of the extent to which chunks are appropriate for the majority of participants.	Breaks input experiences into small chunks based on participant needs, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

11. Elaborating on New Information

The Therapist/Teacher asks questions or engages students/ recipients in activities that require elaborative inferences that go beyond what was explicitly taught.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher asks explicit questions that require students/ recipients to make elaborative inferences about the content
- ☐ Therapist/Teacher help educators assist students in explaining and defending their inferences
- ☐ Therapist/Teacher presents situations or problems that require inferences

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants volunteer answers to inferential questions
- ☐ Participants provide explanations and "proofs" for inferences

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on New Information	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in answering inferential questions and monitors for evidence of the extent to which the majority of participants elaborate on what was explicitly taught.	Engages participants in answering inferential questions, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on New Information	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique participant needs and situations?	In addition to engaging participants in answering inferential questions, how can you monitor the extent to which participants elaborate on what was explicitly taught?	How can you engage participants in answering inferential questions?	How can you begin to incorporate some aspects of this strategy into your instruction?

12. Recording and Representing Knowledge

The Therapist/Teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher asks students to summarize the information they have learned
- ☐ Therapist/Teacher asks students to generate notes that identify critical information in the content
- ☐ Therapist/Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- ☐ Therapist/Teacher asks students to create mnemonics that organize the content

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants' summaries and notes include critical content
- ☐ Participant' nonlinguistic representation include critical content
- ☐ When asked, participants can explain main points of the lesson

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and Representing Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants	Engages participants in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors for evidence of the extent to which this enhances the majority of participants' understanding.	Engages participants in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Recording and Representing Knowledge	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique participant needs and situations?	In addition to engaging participants in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, how can you monitor the extent to which this enhances participants' understanding?	How can you engage participants in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways?	How can you begin to incorporate some aspects of this strategy into your instruction?

13. Reflecting on Learning

The Therapist/Teacher engages students/ recipients in activities that help them reflect on their learning and the learning process.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher asks students/ recipients to state or record what they are clear about and what they are confused about
- ☐ Therapist/Teacher asks students/ recipient to reflect on their own learning
- ☐ Therapist/Teacher asks students/ recipients to state or record what they might have done to enhance their learning
- ☐ Therapist/Teacher asks students/ recipients how their knowledge has grown through this learning process

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can explain what they are clear about and what they are confused about
- ☐ When asked, participants can describe the effectiveness of their effort
- ☐ When asked, participants can explain what they could have done to enhance their learning

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on Learning	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in answering inferential questions and monitors for evidence of the extent to which the majority of participants elaborate on what was explicitly taught.	Engages participants in reflecting on their learning and the learning process, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ3: Helping Students Practice and Deepen New Knowledge

15. Organizing Participants to Practice and Deepen Knowledge

The Therapist/Teacher uses grouping students in ways that facilitate practicing and deepening knowledge.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher organizes students/recipients into groups with the expressed idea of deepening their knowledge of informational content
- ☐ Therapist/Teacher organizes students/recipients into groups with the expressed idea of practicing a skill, strategy, or process

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can explain how the group work supports their learning
- ☐ While in groups participants interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Participants to Practice and Deepen Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Organizes participants into groups to practice and deepen knowledge and monitors for evidence of the extent to which the group work extends the majority of participants learning.	Organizes participants into groups to practice and deepen knowledge, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

17. Examining Similarities and Differences

When the content is informational, the Therapist/Teacher helps students deepen their knowledge by examining similarities and differences.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher engages students in activities that require students to examine similarities and differences between content
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
- ☐ Therapist/Teacher facilitates the use of these activities to help students deepen their understanding of content
  - Ask students to summarize what they have learned from the activity
  - Ask students to explain how the activity has added to their understanding

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participant artifacts indicate that their knowledge has been extended as a result of the activity
- ☐ When asked about the activity, participant responses indicate that they have deepened their understanding
- ☐ When asked, participants can explain similarities and differences
- ☐ Participant artifacts indicate that they can identify similarities and differences

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining Similarities and Differences	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	When content is informational, engages participants in activities that require them to examine similarities and differences and monitors for evidence of the extent to which the majority of the participants are deepening their knowledge.	When content is informational, engages participants in activities that require them to examine similarities and differences, but the majority of participants are not monitored for the desired effect of the strategy	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

18. Examining Errors in Reasoning

The Therapist/Teacher engages students to deepen their abilities by examining their own production of a specific skill.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher assists students in reflective practice to assist in examining errors in replicating a specific skill.
- ☐ Students can listen or watch when the Therapist/Teacher is completing a skill correctly/incorrectly and comment on the correctness of the Therapist/Teacher.
- ☐ Student data sheets and work samples.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can describe correct production of a specific skill.
- ☐ When asked, participants can explain the overall structure of an argument presented to support a claim.
- ☐ Artifacts indicate that participants can identify errors in their own work.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining Errors in Reasoning	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	When content is informational, engages participants in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which the majority of the participants are deepening their knowledge.	When content is informational, engages participants in activities that require them to examine their own reasoning or the logic of information as presented to them, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

19. Supporting Practicing Skills, Strategies, and Processes

The Therapist/Teacher engages students in practice activities that help them develop proficiency and generalization of skills.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process.
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Recipient implements the strategy and/or participant performs the skill, strategy, or process with increased confidence and competence and begins to generalize the skill to other settings.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Supporting Practicing Skills, Strategies, and Processes	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	When content involves a skill, strategy, or process, engages participants in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of participants' fluency.	When content involves a skill, strategy, or process, engages participants in practice activities, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Supporting Practicing Skills, Strategies, and Processes	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique participant needs and situations?	In addition to engaging participants in practice activities, how can you monitor the extent to which the practice is increasing participant fluency?	How can you engage participants in activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspects of this strategy into your instruction?

20. Revising Knowledge

The Therapist/Teacher supports students/recipients in the revision of knowledge and self-monitoring of previous knowledge about content.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ When asked, the student/recipient can explain previous incorrect responses
- ☐ When asked, the student/recipient can explain how his/her understanding or production of the skill has changed

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participant makes corrections to incorrect responses
- ☐ When asked, participants can explain previous errors or misconceptions they had about content
- ☐ Therapist/Teacher asks participants to examine previous entries in their academic notebooks or notes
- ☐ Therapist/Teacher has participants explain how their understanding has changed and how the correct response is produced

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising Knowledge	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in revision of previous content and monitors for evidence of the extent to which these revisions deepen the majority of participants' understanding.	Engages participants in revision of previous content, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks

The Therapist/Teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher establishes the need to generate and test hypotheses
- ☐ Therapist/Teacher organizes students into groups to generate and test hypotheses

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants describe the importance of generating and testing hypotheses about content
- ☐ When asked, participants explain how groups support their learning
- ☐ Participants use group activities to help them generate and test hypotheses

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Students for Cognitively Complex Tasks	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants	Organizes participants into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of participants.	Organizes participants into groups to facilitate working on cognitively complex tasks, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing Students for Cognitively Complex Tasks	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for organizing participants to complete cognitively complex tasks?	In addition to organizing participants in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize participants in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspects of this strategy into your instruction?

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

The Therapist/Teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- ☐ Therapist/Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants are clearly working on tasks that require them to generate and test hypotheses
- ☐ When asked, participants can explain the hypothesis they are testing
- ☐ When asked, participants can explain whether their hypothesis was confirmed or disconfirmed
- ☐ Participant artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging Participants in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Engages participants in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors for evidence of the extent to which the majority of participants are generating and testing hypotheses.	Engages participants in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation), but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging Participants in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies organizing participants to complete cognitively complex tasks?	In addition to engaging participants in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which participants are generating and testing hypotheses?	How can you engage participants in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspects of this strategy into your instruction?

23. Providing Resources and Guidance

The Therapist/Teacher acts as resource provider and guide as students/recipients engage in therapeutic or educational tasks.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher assists students/recipients who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- ☐
- ☐ Therapist/Teacher assists students during the class to determine their needs for extended practice of therapeutic tasks.
- ☐ Therapist/Teacher provides written resources to students/recipients concerning therapeutic tasks.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants seek out the teacher for advice and guidance regarding therapeutic tasks.
- ☐ When asked, participants can explain how the teacher provides assistance and guidance in achieving mastery of their therapeutic goals.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Resources and Guidance	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Acts as a guide and resource provider as participants engage in cognitively complex tasks and monitors for evidence of the extent to which the majority of participants request and use guidance and resources.	Acts as a guide and resource provider as participants engage in cognitively complex tasks, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ5: Engaging Students

24. Noticing When Participants are Not Engaged

The Therapist/Teacher recognizes and addresses non-engagement makes note of non- engagement and taking action.
OR
The Therapist/Teacher when evaluating a student redirects inattention or non-engagement with the presented activities.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher redirects students/ recipients when not engaged.
- ☐ Assists students/ recipients in implementation of a strategy (ies) for engagement in their own context.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participant engagement improves when redirected.

Scale Levels: (choose one)
□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing When Participants are Not Engaged	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Scans the room making note of when participants are not engaged and takes action and monitors for evidence of the extent to which the majority of participants re-engage.	Scans the room making note of when participants are not engaged and takes action, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

25. Using Activities to Engage Students

The Therapist/Teacher uses academic games and inconsequential competition to maintain student/recipient engagement.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher uses structured therapeutic games.
- ☐ Therapist/Teacher develops impromptu games such as making a game out of which answer might be correct for a given question.
- ☐ Therapist/Teacher uses friendly competition along with games.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants engage in the games with some enthusiasm.
- ☐ When asked, participants can explain how the games keep their interest and help them learn or remember content.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Activities to Engage Students	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses activities to maintain participant engagement and monitors for evidence of the extent to which the majority of participants focus on the content of the activity.	Uses activities to maintain participant engagement, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using Activities to Engage Students	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies for using activities to maintain participant engagement that address unique participant needs and situations?	In addition to using activities to maintain participant engagement, how can you monitor the extent to which participants focus on the content of the activity?	How can you use activities to maintain participant engagement?	How can you begin to incorporate some aspects of this strategy into your instruction?

26. Managing Response Rates

The Therapist/Teacher uses response rate techniques to maintain student/recipient engagement.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher uses using wait time.
- ☐ Therapist/Teacher uses response cards.
- ☐ Therapist/Teacher uses hand signals or other visual cues to respond to questions.
- ☐ Therapist/Teacher collect data on students' responses.
- ☐ Therapist/Teacher uses response chaining.
- ☐ During an evaluation session uses correct standardization for response rate when appropriate.
- ☐ During an evaluation session uses adapted response time when appropriate.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Multiple participants or the entire class/audience responds to questions posed by the Therapist/Teacher and/or educator.
- ☐ When asked, participants can describe their thinking about specific questions posed by the Therapist/Teacher and/or educator.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing Response Rates	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain participant engagement in questions that address unique participant needs and situations?	In addition to using response rate techniques to maintain participant engagement, how can you monitor the extent to which the techniques keep participants engaged?	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Managing Response Rates	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain participant engagement in questions that address unique participant needs and situations?	In addition to using response rate techniques to maintain participant engagement, how can you monitor the extent to which the techniques keep participants engaged?	How can you use response rate techniques to maintain participant engagement in questions?	How can you begin to incorporate some aspects of this strategy into your instruction?

27. Using Physical Movement

The Therapist/Teacher uses physical movement to maintain student/recipient engagement.
OR
The Therapist/Teacher during an evaluation session allows the movement in the testing room to continue to engage the student in the evaluation.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher uses stand up and stretch or related activities with students/recipients when their energy is low.
- ☐ Therapist/Teacher uses activities that require students/recipients to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- ☐ Therapist/Teacher uses acting/modeling content with student/recipients to increase energy and engagement.
- ☐ Therapist/Teacher uses give-one-get-one activities that require students/recipients to move about the room.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants quickly adapt to transitions and re-engage when a new activity is begun.
- ☐ When asked about the pace of the class, participants describe it as not too fast or not too slow.

Scale Levels: (choose one)
□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Physical Movement	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses physical movement to maintain participant engagement and monitors for evidence of the extent to which these activities enhance the majority of participants' engagement.	Uses physical movement to maintain participant engagement, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

28. Maintaining a Lively Pace

The Therapist/Teacher uses using pacing techniques to maintain students'/recipients' engagement.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher uses crisp transitions from one activity to another
- ☐ Therapist/Teacher uses altering pace appropriately (i.e. speeds up and slows down)

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants quickly adapt to transitions and re-engage when a new activity is begun
- ☐ When asked about the pace of the class, participants describe it as not too fast or not too slow

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a Lively Pace	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses pacing techniques to maintain participants' engagement and monitors for evidence of the extent to which these techniques keep the majority of participants engaged.	Uses pacing techniques to maintain participants' engagement, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a Lively Pace	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique participant needs and situations?	In addition to pacing techniques to maintain participant engagement, how can you monitor the extent to which participants keep engaged?	How can you use pacing techniques to maintain participants' engagement?	How can you begin to incorporate some aspects of this strategy into your instruction?

29. Demonstrating Intensity and Enthusiasm

The Therapist/Teacher demonstrates intensity and enthusiasm for the content in a variety of ways.
OR
During and evaluation session the Therapist/Teacher demonstrates intensity and enthusiasm for the activities presented.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher describes personal experiences that relate to the content
- ☐ Therapist/Teacher signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- ☐ Therapist/Teacher overtly adjusts energy level

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants say that the teacher "likes the content" and "likes teaching" or evaluating students.
- ☐ Participants' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.

Scale Levels: (choose one)
□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Intensity and Enthusiasm	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors for evidence of the extent to which the majority of participants' engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating Intensity and Enthusiasm	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique participant needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which participants keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate some aspects of this strategy into your instruction?

31. Providing Opportunities for Students to Talk about Themselves

The Therapist/Teacher provides recipients students with opportunities to relate what is being addressed in class/meetings/workshops to their personal interests.
OR
The Therapist/Teacher during evaluation sessions provides opportunities for the student/recipient to talk about themselves in order to establish rapport.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher is aware of student/recipient interests and makes connections between these interests and content or in developing rapport during an evaluation session
- ☐ Therapist/Teacher structures activities that ask students/recipients to make connections between the content and their personal interests
- ☐ Therapist/Teacher is aware of and or explains to students/recipients how content relates to their personal interests

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants engage in activities that require them to make connections between their personal interests and the content
- ☐ Participants become actively engaged in the evaluation process
- ☐ When asked, participants explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale Levels: (choose one)
□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Opportunities for Students to Talk about Themselves	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Provide participants with opportunities to relate what is being addressed in the session to their personal interests and monitors for evidence of the extent to which these activities enhance the majority of participants' engagement.	Provide participants with opportunities to relate what is being addressed in the session to their personal interests, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"

The Therapist/Teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher physically occupies all quadrants of the room.
- ☐ Therapist/Teacher scans the entire room/setting making eye contact with all students/recipients.
- ☐ Therapist/Teacher recognizes potential sources of disruption.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants recognize that the Therapist/Teacher is aware of their behavior.
- ☐ When asked, participants describe the Therapist/Teacher as "aware of what is going on" or "has eyes on the back on the back of his/her head".

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses behaviors associated with "withitness" and monitors for evidence of the effect on the majority of participants' behavior.	Uses behaviors associated with "withitness", but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

35. Acknowledging Adherence to Rules and Procedures

The Therapist/Teacher acknowledges adherence to rules and procedures.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher provides nonverbal signals that a rule or procedure has been followed:
  - Smile
  - Nod of head
  - High Five
- ☐ Therapist/Teacher gives verbal cues that a rule or procedure has been followed:
  - Thanks students/recipient for following a rule or procedure
  - Describes student/recipient behaviors that adhere to rule or procedure
- ☐ Therapist/Teacher notifies the home when a rule or procedure has been followed
- ☐ Therapist/Teacher uses tangible recognition when a rule or procedure has been followed:
  - Certificate of merit
  - Token economies

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants appear appreciative of the teacher acknowledging their positive behavior.
- ☐ When asked, participants describe teacher as appreciative of their good behavior.
- ☐ The number of participants adhering to rules and procedures increases.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging Adherence to Rules and Procedures	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Acknowledges adherence to rules and procedures consistently and fairly, and monitors for evidence of the extent to which new actions affect the majority of participants, behavior.	Acknowledges adherence to rules and procedures consistently and fairly, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Participants' Interests and Background

The Therapist/Teacher uses students'/recipients' interests and background to produce a climate of acceptance and community.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher uses discussions with students/recipients about events in their lives
- ☐ Therapist/Teacher uses discussions with students/recipients about topics in which they are interested
- ☐ Therapist/Teacher builds student/recipient interests into lessons
- ☐ Therapist/Teacher creates an environments that recognizes and supports diversity

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants describe the Therapist/Teacher and/or educator as someone who knows them and/or is interested in them
- ☐ Participants respond when Therapist/Teacher and/or educator demonstrates understanding of their interests and background
- ☐ When asked participants say they feel accepted

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding Participants' Interests and Background	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses participants' interests and background during interactions with participants and monitors for evidence of the sense of community in the session room among the majority of participants.	Uses participants' interests and background during interactions with participants, but the majority of participants are not monitored for the desired effect of the strategy	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding Participants' Interests and Background	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using participants' interests and backgrounds during interactions with participants that address unique participant needs and situations?	In addition to using participants' interests and background during interactions with participants, how can you monitor the extent to which a sense of community is formed in the session room?	How can you use participants' interests and background during interactions with participants?	How can you begin to incorporate some aspects of this strategy into your instruction?

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

When appropriate, the Therapist/Teacher uses verbal and nonverbal behavior that indicates caring for students/recipients.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher compliments students/recipients regarding academic and personal accomplishments
- ☐ Therapist/Teacher engages informal conversations with students/recipients that are not related to academic
- ☐ Therapist/Teacher uses smiles, nods, (etc.) at students/recipients when appropriate

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants describe Therapist/Teacher or educator as someone who cares for them
- ☐ Participants respond to Therapist/Teacher or educators verbal interactions
- ☐ Participants respond to Therapist/Teacher or educators nonverbal interactions

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Uses verbal and nonverbal behaviors that indicate caring for participants and monitors for evidence of the quality of relationships among the majority of participants.	Uses verbal and nonverbal behaviors that indicate caring for participants, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for participants that address unique participant needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for participants, how can you monitor the quality of relationships with participants?	How can you use verbal and nonverbal behaviors that indicate caring for participants?	How can you begin to incorporate some aspects of this strategy into your instruction?

38. Displaying Objectivity and Control

The Therapist/Teacher demonstrates professional demeanor when dealing with students/recipients.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Therapist/Teacher does not exhibit extremes in positive or negative emotions.
- ☐ Therapist/Teacher addresses inflammatory issues and events in a calm and controlled manner.
- ☐ Therapist/Teacher interacts with all students/recipients in the same calm and controlled fashion.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants are settled by the Therapist/Teacher's calm demeanor.
- ☐ When asked, the participants describe the Therapist/Teacher's as in control of himself/herself and in control of the class/setting.
- ☐ When asked, participants say that the Therapist/Teacher does not hold grudges or take things personally.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying Objectivity and Control	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Behaves in an objective and controlled manner and monitors for evidence of the effect on the session room climate the majority of participants.	Behaves in an objective and controlled manner, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying Objectivity and Control	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique participant needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the session room climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

DQ9: Communicating High Expectations for All Students

39. Communicating Value and Respect for Low Expectancy Participants

The Therapist/Teacher exhibits behaviors that demonstrate value and respect for all students and families.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ The Therapist/Teacher provides students /recipients with nonverbal indications that they are valued and respected:
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- ☐ The Therapist/Teacher proves students /recipients with verbal indications that they are valued and respected:
  - Playful dialogue
  - Addressing students/recipients in a manner they view as respectful
- ☐ The Teacher/Therapist does not allow negative comments about students/recipients.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can articulate instances when the non-classroom teacher has communicated with them.
- ☐ When asked, participants can describe how the non-classroom teacher has facilitated educational planning.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating Value and Respect for Low Expectancy Participants	Adapts and creates new strategies for unique participant needs and situations in order for the desired effect to be evident in all participants.	Exhibits behaviors that demonstrate value and respect for low expectancy participants and monitors for evidence of the impact on the majority of participants.	Exhibits behaviors that demonstrate value and respect for low expectancy participants, but the majority of participants are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating Value and Respect for Low Expectancy Participants	What are you learning about your participants as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy participants that address unique participant needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy participants, how can you monitor the impact on low expectancy participants?	How can you exhibit behaviors that demonstrate value and respect for low expectancy participants?	How can you begin to incorporate this strategy into your instruction?

ADDITIONAL ELEMENTS

J. Contacting and Communicating with Parents, Teachers and Students to Facilitate Educational Planning

Collaborates with parents, teachers and students in facilitating and planning in a timely manner.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Contact is established based on professional standards and Code of Ethics of respective professional group.
- ☐ Documents communication made, either in a written format or through electronic sources (examples may include but not limited to: BASIS, Virtual Counselor, TERMS, etc.).
- ☐ Communicates findings with other relevant involved parties to promote comprehensive planning.
- ☐ Uses multiple means and modalities to communicate with parents, teachers, and students.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can articulate instances when the non-classroom teacher has communicated with them.
- ☐ When asked, participants can describe how the non-classroom teacher has facilitated educational planning.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Contacting and Communicating with Parents, Teachers and Students to Facilitate Educational Planning	Adapts and creates new strategies and situations in order to create systems-level strategies (e.g. validate participation, decision making, two-way communication) so that parents, teachers, and students can be actively engaged when planning and designing instruction and interventions.	Communicates with parents, teachers, and students in a timely manner for the majority of cases when planning and designing instruction and interventions.	Communicates with parents, teachers, and students when planning and designing instruction and interventions for some of the cases.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Contacting and Communicating with Parents, Teachers and Students to Facilitate Educational Planning	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

K. Accessing, Evaluating and Utilizing Technology to Safeguard and Enhance the Quality of Services

Uses multiple platforms of technology to gather relevant data to ensure a comprehensive approach in formulating services provided to students.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Maintains the confidentiality of student records.
- ☐ Accesses the appropriate technology, based on student need.
- ☐ When asked, the non-classroom teacher can describe the different uses of technology as it relates to recordkeeping, student services, and student assessment and evaluation.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, the student is able to describe how the non-classroom teacher utilized technology to meet their needs.
- ☐ When asked, the student can describe the technological resources used to enhance their understanding of the services provided.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Accessing, Evaluating and Utilizing Technology to Safeguard and Enhance the Quality of Services	Adapts and creates new strategies for unique student needs and situations in order to access, evaluate, and utilize technology to safeguard and enhance the quality of services.	Accesses, evaluates and utilizes available technologies that can enhance the quality of services and identifies the manner in which they will be used for a majority of the cases.	Accesses, evaluates and utilizes available technologies that can enhance the quality of services for some of the cases.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Accessing, Evaluating and Utilizing Technology to Safeguard and Enhance the Quality of Services	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

L. Applying and Implementing Evidence-Based Strategies and Best Practices to Improve Participant Performance

Utilizes effective strategies and best practices within the school environment to enhance participant understanding of the perceived barriers to achievement (academic, behavioral, social).

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Articulates sources of information to retrieve strategies and best practices for specific student need.
- ☐ Consults with knowledgeable colleagues and/or supervisor to learn about different strategies and best practices.
- ☐ Performs research related to a specified problem using traditional resources and/or Internet-based research.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, student is able to discuss the strategy designed to remove the perceived barrier.
- ☐ When asked, the student can articulate how the strategy will remove the perceived barrier.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying and Implementing Evidence-Based Strategies and Best Practices to Improve Participant Performance	Adapts and creates new strategies for unique student needs and situations in order to develop and apply evidence-based strategies and best practices to improve student performance.	Applies evidence-based strategies and best practices for the majority of cases when implementing interventions to improve student performance.	Applies evidence-based strategies and best practices in some of the cases when implementing interventions to improve student performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Applying and Implementing Evidence-Based Strategies and Best Practices to Improve Participant Performance	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

M. Facilitating Design and Delivery of Interventions to Help Participant Develop Effective Behaviors

Plans and designs interventions using information from multiple sources including parents, teachers, participants and classroom/district/state assessments to aid students in developing effective behaviors.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Intervention(s) have been articulated to participants.
- ☐ Makes reference to the intervention(s) throughout the lesson /workshop/ meeting/conference/psychological report or psychosocial report.
- ☐ Shares/develops interventions with students(s)/recipients.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participants can explain the intervention(s).
- ☐ When asked, participants can explain how the current levels of performance relate to the intervention(s).

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Facilitating Design and Delivery of Interventions to Help Participant Develop Effective Behaviors	Utilizes multiple sources to adapt and create new interventions based on unique student needs and situations that aid students in developing effective behaviors.	Uses multiple sources of data, including classroom, district, and state assessments to design and implement interventions for the majority of cases to aid students in developing effective behaviors.	Uses multiple sources of data, including classroom, district, and state assessments to design and implement interventions for some of the cases to aid students in developing effective behaviors.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Facilitating Design and Delivery of Interventions to Help Participant Develop Effective Behaviors	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

N. Recognizing and Addressing Systemic Problems that Impact Student Progress and Success.

Cognizant of the barriers of their student population and provides services to enhance student achievement.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Articulates the systemic problems of their student population.
- ☐ Identifies relevant available resources to address systemic problem.
- ☐ Serves as a liaison between student and available services to create a working relationship positively impacting student progress and success.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, participant can articulate the systemic problem and how it applies to their progress and success.
- ☐ Student seeks out the non-classroom teacher for assistance regarding barriers to student success.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recognizing and Addressing Systemic Problems that Impact Student Progress and Success.	Adapts and creates new strategies for unique student needs and situations in order to facilitate the development of broader support systems for students and families.	Identifies barriers to student progress and success and connects the majority of students with resources that support positive student outcomes/goals.	Identifies barriers to student progress and success and connects some students with resources that support positive student outcomes/goals.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Recognizing and Addressing Systemic Problems that Impact Student Progress and Success.	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

O. Coordinate Services Between Schools, Families, and Community Providers.

Assists students/recipients by coordinating services between schools, families, and community and provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Accessible to those who need guidance or resources including parents, teachers, students, and administrators.
- ☐ Provides information and resources to participants during a Crisis Intervention Team response.
- ☐ Provides participants with information and research as evidenced by:
  - Informational handouts
  - Community Resources
  - Websites

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participants seek out the teacher for advice and guidance regarding resources.
- ☐ Participants provide feedback when questioned about the resources provided.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Coordinate Services Between Schools, Families, and Community Providers.	Adapts and creates new strategies for unique student needs and situations where a support plan reflective of student/client systems is developed.	Collaborates with schools, families, and community for a majority of the cases to develop a support plan that reflects goals of student/client systems	Collaborates with schools, families, and community for some of the cases to develop a support plan that reflects goals of student/client systems	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Coordinate Services Between Schools, Families, and Community Providers.	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

P. Preparing Written Reports in Clear Understandable Terms that Incorporate All Relevant School and Background Information

Generates reports in clear understandable terms that utilize relevant school and district information to inform stakeholders of student performance for the purpose of educational planning.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ The report meets established professional standards.
- ☐ The report utilizes professional terminology understandable to the reader.
- ☐ The report is grammatically correct.
- ☐ The report is personalized and reflects the individual student.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, the parent can articulate the findings of the report
- ☐ When asked, the parent can articulate the process of evaluation that resulted in the written report.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Preparing Written Reports in Clear Understandable Terms that Incorporate All Relevant School and Background Information	Adapts and creates new strategies for unique student needs and situations in order to provide feedback on student performance and generates reports in clear understandable terms.	Provides feedback on student performance and other assessment data in a majority of the cases to stakeholders (parents, students, teachers, administrators, school teams) and generates reports in clear understandable terms that are relevant to stakeholder interests/needs.	Provides feedback on student performance and other assessment data for some of the cases to stakeholders (parents, students, teachers, administrators, school teams) and generates reports in clear understandable terms that are relevant to stakeholder interests/needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Preparing Written Reports in Clear Understandable Terms that Incorporate All Relevant School and Background Information	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

Q. Providing Counseling, Behavioral Coaching, and or Interventions through Direct, Indirect or Consultation Services

Assists students/recipients by coordinating services between schools, families, and community and provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Available to participants who need services or resources
- ☐ Has established procedures for students to access non-classroom teacher
- ☐ Provides participant with information and research, such as:
  - Informational handouts
  - Community resources
- ☐ Websites (e.g. FAFSA, FLVC.net, 211.org)

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ Participant seeks out the non-classroom teacher for assistance for academic or personal-social counseling, behavioral coaching and interventions
- ☐ Participants can articulate the service being provided.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing Counseling, Behavioral Coaching, and or Interventions through Direct, Indirect or Consultation Services	Adapts and creates new strategies for unique student needs and situations in order to plan and provide academic, behavioral, or health counseling/interventions	Plans and provides academic, behavioral, or health counseling/interventions for a majority of the cases	Plans and provides academic, behavioral, or health counseling/interventions for some of the cases	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing Counseling, Behavioral Coaching, and or Interventions through Direct, Indirect or Consultation Services	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

R. Collecting and Analyzing Data to Develop and Implement Interventions Within a Problem-Solving Framework

Gathers and examines data for the purpose of developing and implementing interventions

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- ☐ Gathers relevant data
- ☐ Guides the collection of pertinent information
- ☐ Viable information is provided in the analysis of data during the problem-solving meeting
- ☐ The viable information is analyzed for the purpose of developing an intervention plan.

Participant Evidence (Participants include: students, parents, teachers, school personnel, and community members):

- ☐ When asked, the participant can identify their contribution to the intervention plan.
- ☐ When asked, the participant can state the specific interventions developed.
- ☐ When asked, the participant can articulate how the selected interventions developed are designed to lead to a positive outcome.

Scale Levels: (choose one)

□ Innovating □ Applying □ Developing □Beginning □Not Using □Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Collecting and Analyzing Data to Develop and Implement Interventions Within a Problem-Solving Framework	Adapts and creates new strategies for unique student needs and situations to assist in the collection and analysis of data, in order to develop and implement interventions relevant to informing problem identification, problem analysis, and intervention design.	Collects and analyzes school and student data (i.e. screening, progress monitoring, and diagnostic assessment) to develop and implement interventions relevant to informing problem identification, problem analysis, and intervention design for the majority of cases.	Collects and analyzes school and student data (i.e. screening, progress monitoring, and diagnostic assessment) to develop and implement interventions relevant to informing problem identification, problem analysis, and intervention design for the some of the cases.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Collecting and Analyzing Data to Develop and Implement Interventions Within a Problem-Solving Framework	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

ADDITIONAL METRIC

In addition to administrative observations and student performance data, the Deliberate Practice Score will be used as an additional metric. Deliberate Practice will be used for all instructional personnel; Classroom Teachers and Non-Classroom Teachers/Instructional Support Personnel. The additional metric will be implemented by the 2013-14 school year. Deliberate Practice will be rated as 1% within the 50% Instructional Practice Score for 2013-2014 and 2014-2015 school years. The percentage for the 2015-2016 school year will be the same at 1% within the 50% Instructional Practice Score.

Educators will select two elements, from Domain 1, as the focus for the Deliberate Practice. A minimum of one element selected will be from identified "High Probability Elements". Using data to determine areas for growth, educators will complete a self-assessment and commit to improving throughout the year in the two elements selected. The educator's self-assessment rating will not count toward their evaluation. Based on the agreement with the Broward Teacher's Union, the Deliberate Practice score will be Effective (3.0) for every educator that completes the Deliberate Practice self-assessment and an Unsatisfactory (1.0) for those that do not to allow time to pilot the new process. Teachers determine their starting rating on each of the two elements and they must rate themselves as Not Using, Beginning, Developing, or Applying so that growth can be measured. It is recommended that educators receive a minimum of three datamarks from administration on each deliberate practice element.

The overall Deliberate Practice rating of 3.0 or 1.0 will be calculated at 1% of the total evaluation

4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

Determining Instructional Practice Score, Deliberate Practice Score, Student Performance Score and Final BrIDGES Rating for Classroom and Non-Classroom Teachers:

The following six-step process is used to determine an employee rating for the summative evaluation process.

Step 1: The evaluator rates each of the observed Elements within BrIDGES. There are four domains and a total of sixty elements. In year one, Domain 1: Classroom Strategies and Behaviors will be implemented. Domains 2, 3, and 4 will be implemented in the second year of BrIDGES. The ratings for each element are valued as follows: Innovating – 4, Applying – 3, Developing 2.5, Beginning – 2, and Beginning – 1.

Step 2: The applicable evidence is compiled for each observed Element at each level (Highly Effective, Effective, etc.) for each of the four domains.

Step 3: For each domain, the percentage of the total amount of datamarks is determined. In 2015-16, the Domains will be weighted as follows:

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

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

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

Step 5: The Deliberate Practice Score is determined as described in the Additional Metric section above. The Deliberate Practice rating of Effective (3.0) or Unsatisfactory (1.0) will be calculated at 1% of the total evaluation.

Step 6: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in Section 1 Performance of Students (State VAM Rule 6A-5.0411 for the appropriate VAM teachers, Local Growth Models for the appropriate teachers and Proficiency Models for appropriate teachers). Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	- 4 points
Effective	- 3 points
Needs Improvement	- 2 points
Unsatisfactory	- 1 point

Step 7: The Instructional Practice (49%), Deliberate Practice (1%), and Student Performance (50%) scores will be combined based on the appropriate weights. The final evaluation rating will be determined by this scale:

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

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

Final Evaluation for [redacted] *Finished*

Learner: [redacted]
Evaluator: [redacted]
Evaluation Category: Category C
Observation Period: Aug 11, 2014 to May 8, 2015 America/New_York
Date Submitted: Jun 4, 2015
Learner UUID: [redacted]
Buildings: [redacted]

Final Score: 3.077 - Effective

Instructional Practice 49.0%	Deliberate Practice/Growth Plans 1.0%	Student Data 50.0%
3.157	**3.0**	**3.0**
Effective	**Effective**	**Effective**

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Meeting	Nov 17, 2014 4:33:29 PM	Broward - Domains 2-4	[redacted]
No	Standard	Informal	Dec 8, 2014 3:50:13 PM	Domain 1: Classroom Strategies and Behaviors (v3)	[redacted]
No	Standard	Informal	Jan 21, 2015 4:15:50 PM	Domain 1: Classroom Strategies and Behaviors (v3)	[redacted]
No	Standard	Formal	Mar 5, 2015 11:20:18 AM	Domain 1: Classroom Strategies and Behaviors (v3)	[redacted]
No	Standard	Walkthrough	Apr 17, 2015 7:55:00 AM	Domain 1: Classroom Strategies and Behaviors (v3)	[redacted]
No	Standard	Unknown	Apr 23, 2015 2:19:26 PM	Broward - Domains 2-4	[redacted]
No	Standard	Walkthrough	Apr 27, 2015 1:29:53 PM	Broward - Domains 2-4	[redacted]

Final Score Scale

Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.3 - 4.0	**2.5 - 3.299**	2.0 - 2.499	1.0 - 1.999

Instructional Practice: 3.157 - Effective

Instructional Practice Scale

Weight: 49.0% | Range: 1.0 - 4.0

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

Domain 1: Classroom Strategies and Behaviors (v3)

Score: 3.172 - Effective **Weight:** 68.0%

Scale	Count
Level 4.0 (Innovating)	5 (17.24%)
Level 3.0 (Applying)	24 (82.76%)
Level 2.5 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.0 (Not Using)	0 (0.0%)
Total Count:	**29**

Domains 2, 3, and 4

Score: 3.125 - Effective **Weight:** 32.0%

Scale	Count
Level 4.0 (Innovating)	2 (12.5%)
Level 3.0 (Applying)	14 (87.5%)
Level 2.5 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.0 (Not Using)	0 (0.0%)
Total Count:	**16**

Deliberate Practice/Growth Plans: 3.0 - Effective

Deliberate Practice/Growth Plans Scale Weight: 1.0% | Range: 1.0 - 4.0

Label	Effective	Unsatisfactory
Details	**3.0 - 4.0**	1.0 - 2.0
Value	**3.0**	1.0

Deliberate Practice/Growth Plans

Weight: 1.0%

3.0

Effective

Student Data: 3.0 - Effective

Student Data Scale Weight: 50.0% | Range: 1.0 - 4.0

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

Student Data

Weight: 50.0%

3.0

Effective

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures

This evaluation was finished by [redacted] on **Jun 4, 2015 10:38:21 AM**.

[redacted] acknowledged this evaluation on Jan 11, 2016 12:52:54 PM.

Additional Acknowledgment

[redacted] acknowledged the Final Score rating on Jan 11, 2016 11:44:30 AM.

[redacted] acknowledged receiving the Final Score rating **3.077 - Effective** on Jan 11, 2016 12:52:45 PM.

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

_____
Administrator

_____
Date

_____
Witness

_____
Date

Evaluator Signature: **Date:**

Learner Signature: **Date:**

5. Additional Requirements

Directions:

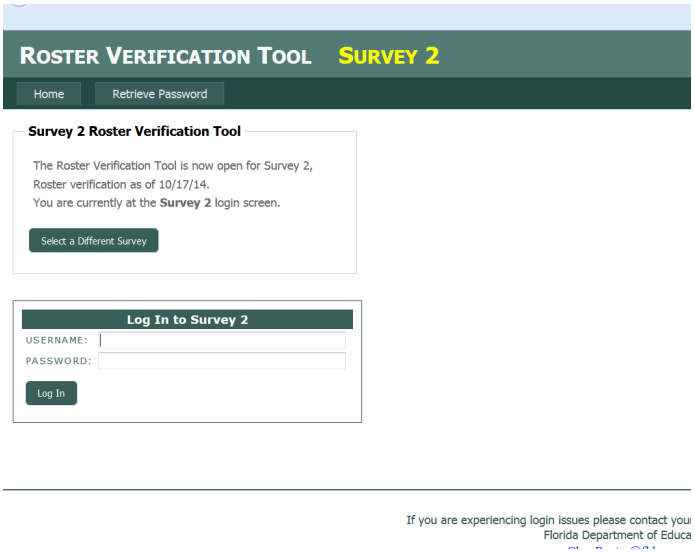
The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

Roster Verification Process

Florida Statute 1012.34(8) requires the State Board of Education to establish a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relative to the identity of students for which the individual is responsible for. Teachers will use the FLDOE's online Roster Verification Tool (RVT) to verify their rosters specifically for Survey 2 (October 2015) and Survey 3 (February 2016). This roster verification process reflects how personnel are going to be aligned to students for Student Growth purposes.

1. For each roster verification period, the District issues a memorandum to schools notifying them that school coordinator and teacher access has been opened for logging into the RVT.



2. The memorandum includes as attachments the state-provided "School Coordinator Guide to the 2015-16 Florida Department of Education Roster Verification Tool" and the "Teacher Guide to the 2015-16 Florida Department of Education Roster Verification Tool".
3. These instructions highlight how teachers can add/remove students from their roster(s) and how they submit their verified rosters.
4. These instructions highlight how school coordinators can approve/deny roster changes made by teachers and how they submit their school's verified rosters.
5. District then examines approvals and denials made by school coordinators and submits roster changes to FLDOE by deadline.

EVALUATORS

Evaluations will be conducted by the credentialed observer who supervises the employee to include principal, director, and his/her designee (assistant principal and supervisor). Input into the evaluation may also be provided from credentialed district staff. All employees must be oriented to the BrIDGES System by September 15th each year. Newly hired personnel must be oriented upon employment.

TRAINING

Training is required for school-based administrators and teachers to ensure BrIDGES is implemented on a uniform basis across the District. Four (4) training programs support BrIDGES and the Marzano Observation system. The following table provides the name of each program and participation requirements:

TRAINING PROGRAM
Teacher Observation and Feedback for BrIDGES

	SBBC and Charter School Principals	SBBC and Charter Assistant Principals/ Intern Principals	Peer Reviewers	Teacher Leaders (Dept./Grade Chairs/Coaches)	Union Representatives and Stewards
Marzano Leaders of Learning	R	R	R	S	S
Supervision	R	R	R	S	S
iObservation	R	R	R	S	S
Leaders of Learning Domains 2-4	R	R	R	S	S
Building Inter-rater Reliability	R	R	R	S	S

R - Required Training
S - Suggested Training

The evaluation of instructional personnel will be part of the site-based administrator's evaluation. It will be the responsibility of the supervising Director to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system. Additionally, during the first year of implementation, the Evaluation Committee met bi-weekly to discuss the progress of the implementation, and student growth measures and reviewed site-wide results for inter-rater reliability and made corrections/additions to the system as needed.

Observer Development

Principals, Assistant Principals, and District Administrators are provided with annual updates for the BrIDGES Instruments in order for the supervisors to orient their instructional staff. The District agreed to ensure successful completion of the credentialing program for all observers. The District will maintain a credentialing process for all observers for the duration of the BrIDGES evaluation system.

Educator Development
Professional learning will be available on an on-going basis for deepening the knowledge and skill at all employee levels. The School Board developed and offered various courses and delivery methods to all educators who wish to increase their awareness and performance in the BrIDGES. A process has been developed to assist employees, identified as needing improvement or unsatisfactory, in getting sound professional assistance and development to help correct job performance deficiencies. Other skilled individuals may be assigned, as appropriate, to increase employees' opportunities to succeed. As the District continues to develop support structures such as mentors, coaches, and peer reviewers, the District will determine and provide the appropriate training and development.

Timely Feedback
Feedback, either electronically submitted and/or during a post observation conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Observations of Probationary Teachers
Probationary teachers will receive a minimum of two formal observations, within the first year of teaching. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, previous FCAT data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Data chats will be conducted by either a site-based administrator or designee. Probationary teachers will receive feedback on their performance after each formal observation.

Observations of Non-probationary Teachers
Non-probationary teachers will receive a minimum of one formal, one informal, and one snap shot observation. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, previous FCAT data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback after each formal observation and may receive feedback after all other observations.

Evaluation of Annual, Continuing, and Professional Services Contract Teachers
Employees on an Annual, Continuing, or Professional Service Contract will be evaluated once annually. The evaluation conference will be conducted by the principal and/or his/her designee. The conference may include a discussion of all ratings on the evaluation form, observations, a review of student data, and any other evidence included in the process.

Evaluation of Classroom Teachers:
All classroom teachers will be evaluated using the BrIDGES for classroom teachers. This instrument contains 41 elements within Domain 1 and 19 elements within Domains 2, 3, and 4.

Evaluation of Non-classroom Teachers:
All teachers who have a job classification coded as non-classroom teacher will be evaluated using the BrIDGES for non-classroom teachers. This will include three groups of non-classroom teachers; Specialized Teachers/Support, Psychologists/Social Workers/Counselors/Technical Support, and Media. These instruments contain 41 elements within Domain 1 and 19 elements within Domains 2, 3, and 4.

Evaluation of Probationary (First Year) Teachers
Observation and evaluation of a probationary employee will be conducted twice in his/her first year of employment in the District. An employee hired on or before November 15th will receive the first evaluation before the end of the first semester. The second evaluation will be completed at the end of the school year. Any employee who is hired after November 15th will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year. If a probationary employee is hired after November 15th and does not work at least 99 days, he/she will receive an initial evaluation the following school year, provided the employee receives an annual contract. Observations, documentation, and conferences completed for these employees supports the completion of the evaluation form required or the BrIDGES.

Parental Input
Performance criteria provide for parental input as required in the Collective Bargaining Agreement (Within thirty (30) days after the start of each school year, parents will be notified in writing by each school administration of their right to provide input into employee performance assessments when appropriate in accordance with F.S. 1012.34.).

Peer Assistance
A Peer Reviewer will be deployed by the District based on the number of Beginning and/or Not Using datamarks, current Instructional Practice Score, and status of teacher (on a Cycle of Assistance or a PDP). Peer Reviewer assistance is in addition to, and not to replace the support already established at the work location.

6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
  - 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 [Rule 6A-5.030(2)(g)4., F.A.C.].
- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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USE OF EVALUATION RATINGS TO INFORM HUMAN CAPITAL DECISIONS

Teacher and school administrator evaluation results are a component used to inform the district's human capital decisions. Human capital decisions include, but are not limited to, the determination of professional development, assignment of support structures, renewal of contract or reappointment, transfers, promotions or additional responsibilities, non-renewal of contracts or termination of employment, and compensation.

Notification of Unsatisfactory Performance and Intervention

Pursuant to F.S. 1012.34(4), If an employee who holds a professional service contract is not performing his or her duties in a satisfactory manner, the evaluator will notify the employee in writing of such determination.

- Once an educator receives 5-7 Beginning and/or Not Using datamarks, administrations is encouraged to have an informal discussion with the educator to share recommended strategies for improvement.
- Once an educator receives 8 or more Beginning and/or Not Using datamarks, an administrator meets with the educator to discuss the areas of concern, provide assistance, and explain

possible consequences if the employee fails to improve. The teacher will be provided with written notification of the specific deficiencies, the recommended strategies to improve performance, and consequences for failure to remediate.

- Once the educator receives 10 or more Beginning and/or Not Using datamarks, an average IP Score of Needs Improvement or Unsatisfactory, and at least two formals and one additional observation, a Performance Development Plan may be written. If a plan is developed it shall be done so by a credentialed administrator in collaboration with the educator. The teacher will be provided with written notification of the specific deficiencies, the recommended strategies to improve performance, and consequences for failure to remediate.
- If deficiencies still exist, the teacher will be provided written notice that he or she will be placed on a Performance Development Plan for 90 calendar days following receipt of notification. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract will be evaluated periodically and apprised of progress achieved and will be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies

Evaluation

The individual responsible for supervising the employee will evaluate the employee's performance, but may consider input from other credentialed personnel. The evaluator will submit the written report to the employee no later than 10 days after the final evaluation takes place. The evaluator will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Instructional Practice Score is discussed with the employee in detail with a full explanation of the final rating. The employee will have the right to initiate a written response to the evaluation, and the response will become a permanent attachment to his or her personnel file. The evaluator will submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

Superintendent Annual Notification

The district school superintendent shall annually notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations; three consecutive needs improvement evaluations, or three consecutive years of a combination of needs improvement and/or unsatisfactory evaluations. The district school superintendent shall also notify the Department of Education of any instructional personnel who are given written notice by the district of intent to terminate or non-renew their employment.

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

An evaluation sub-committee including appropriate stakeholders has been established. The committee has met regularly to monitor the operations of the teacher evaluation system and make recommendations for changes as necessary.

It will be the responsibility of the supervising Director to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system. Additionally, during the first year of implementation, the Evaluation Sub-Committee met bi-weekly to discuss the progress of the implementation, and student growth measures and reviewed site-wide results for inter-rater reliability and made corrections/additions to the system as needed.

Starting in 2013, all administrators must be credentialed in order to utilize the tool to observe and evaluate teachers. This credentialing process includes 30 hours of training to include training on the Marzano Framework, evaluation criteria based on the Memorandum of Understanding between the District and Broward Teachers' Union, and written/content and video scoring assessments. Once credentialing, there is ongoing training for administrators to include Instructional Rounds for the purpose of strengthening evaluator accuracy and inter-rater reliability. Updates and remediation will be provided to administrators based on needs.

Timely Feedback
Feedback, either electronically submitted and/or during a post observation conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Evaluation Committee
This evaluation sub-committee is responsible for monitoring and modifying BrIDGES as needed. Membership on the committee will include an equal number of appointees made by the Superintendent and the Broward Teachers' Union President. Through this committee the parties agree

to develop necessary procedures to bring BrIDGES into compliance with Florida Statutes. Commencing with the 2011-2012 school year, the parties will begin to phase in development and implementation of this system. The committee will also ensure that evaluators are following district policies and procedures aligned to the evaluation system. The system will be fully operational by July 1, 2014 and provide assistance and input for employees at all levels of competence. The system will operate at both the school and district levels providing access for employees at all skill levels.

Continuous Professional Improvement

Continuous instructional improvement is an integral piece of the evaluation system. Feedback will be provided to teachers in a variety of ways: through observation conferences, during the final evaluation conference, during data reviews, and on the final evaluation form.

A comprehensive plan has been developed and implemented to identify individual professional development by reviewing district-wide evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, we will review the ratings in each domain of the evaluation and use the data to identify weaknesses. Talent Development and the Curriculum Division will use the data to assist in the development of professional learning experiences to target the areas of weakness. This process began in 2012-13 after the first evaluation cycle is completed and will continue thereafter.

Alignment with School Improvement Plan

As required by state statute, teacher evaluations are based primarily upon student achievement scores that align with school and District improvement plans. School and District improvement plans are based primarily on student achievement. Instructional practice results will also be used to guide the development of teacher professional development plans, and school and district improvement plans. Evaluation results will be used to decide how personnel are assigned/deployed in the school/district setting to maximize student achievement growth and aligned to the improvement plans.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ☐ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation system that is based on the instructional practice criterion.
- ☐ At least one-third of the evaluation is based on instructional practice.
- ☐ An explanation of the scoring method, including how it is calculated and

combined.

- ☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- ☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- ☐ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.

- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That 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.
- ☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

☐ 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).
☐ The use of evaluation data to identify individual professional development.
☐ The use of evaluation data to inform school and district improvement plans.