

# School District of Broward County

## Instructional Personnel Evaluation System



## Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

## Instructions

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

Before submitting, ensure the document is titled and paginated.

## Submission

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

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

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## Part I: Evaluation System Overview

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

The Broward Instructional Development and Growth Evaluation System (BrIDGES) for Broward County Public Schools (BCPS) is designed to foster high quality instruction and increase student achievement. This plan will outline how this system will be used for the **2021-2022 school year**. Evaluation data will be collected and analyzed in order to make decisions that increase teacher effectiveness and impact student achievement. This will be monitored using Instructional Practice Scores, generated by individual element ratings, and Student Performance Scores. The evaluation frameworks used within the BrIDGES system are as follows:

### **Marzano Classroom Focused Teacher Evaluation Model (FTEM)**

This model is for all classroom teachers at all school sites.

This model has a total 23 elements, aligned to the FEAP's. There will be ongoing observations during the school year with at least 1 observation cycle to collect growth and evaluation data.

Once the ratings from the elements scored have been equally averaged, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15%, and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

### **Marzano Non-Classroom Focused Teacher Evaluation Model (FTEM)**

This model is for all non-classroom teachers within the district (school-based and district-based).

This model has a total of 17 elements, aligned to the FEAP's. There will be ongoing observations and conversations during the school year with at least 1 opportunity to gather growth and evaluation data. This can be done with 1 Formal or 1 Meeting.

Once the ratings from the elements scored have been equally averaged, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15% and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

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

## Part II: Evaluation System Requirements

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

### System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

### Training

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

### Data Inclusion and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

### Evaluation Procedures

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

performance, if applicable.

- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
  - Planning of professional development; and
  - Development of school and district improvement plans.
- ☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

### Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who
  - Receive two consecutive unsatisfactory evaluation ratings; or
  - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

- ☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
  - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
  - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
  - Evaluators provide necessary and timely feedback to employees being evaluated;

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

### Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Before September 15 <sup>th</sup> of each school year	Classroom teachers will receive a face-to-face orientation facilitated by the administrators via PowerPoint. The non-classroom teachers will receive a recorded presentation. The link to this recorded presentation will be emailed directly to them. Both presentations will then be housed in a Canvas Course for further review.
Newly Hired Classroom Teachers	Before September 15 <sup>th</sup> of each school year	Classroom teachers will receive a face-to-face orientation facilitated by the administrators via PowerPoint. The non-classroom teachers will receive a recorded presentation. The link to this recorded presentation will be emailed directly to them. Both presentations will then be housed in a Canvas Course for further review.
Late Hires	Within 30 days upon Hire	Classroom and non-classroom late hires will receive a recorded presentation that will be emailed directly to them upon hire and then be housed in a Canvas Course for further review.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year <b>Classroom (FTEM)</b> All School Locations	At least: 1 – Observation Cycle	Ongoing throughout the school year	Within 10 workdays of the observation

<p><b>Non-Classroom (FTEM)</b> All School and District-Based Locations</p>	<p>At least: 1 Formal or 1 Meeting</p>	<p>Ongoing throughout the school year</p>	<p>Within 10 workdays of the observation or meeting</p>
<p>Hired after the beginning of the school year</p> <p><b>Classroom (FTEM)</b> All School Locations</p> <p><b>Non-Classroom (FTEM)</b> All School and District-Based Locations</p>	<p>At least: 1 – Observation Cycle</p> <p>At least: 1 Formal or 1 Meeting</p>	<p>Ongoing throughout the school year</p> <p>Ongoing throughout the school year</p>	<p>Within 10 workdays of the observation</p> <p>Within 10 workdays of the observation or meeting</p>
<p><b>Newly Hired Classroom Teachers</b></p>			
<p>Hired before the beginning of the school year</p> <p><b>Classroom (FTEM)</b> All School Locations</p> <p><b>Non-Classroom (FTEM)</b> All School and District-Based Locations</p>	<p>At least: 2–Observation Cycles</p> <p>At least: 2 Formals, or 2 Meetings, or a combination of the two</p>	<p>Ongoing throughout the school year with 1 observation cycle per semester</p> <p>Ongoing throughout the school year with 1 Formal or Meeting per semester</p>	<p>Within 10 workdays of the observation</p> <p>Within 10 workdays of the observation or meeting</p>



Hired after the beginning of the school year  <b>Classroom (FTEM)</b> All School Locations  <b>Non-Classroom (FTEM)</b> All School and District-Based Locations	At least: 2- Observation Cycles	Ongoing throughout the school year with 1 observation per semester	Within 10 workdays of the observation
	At least: 2 Formals, or 2 Meetings, or a combination of the two	Ongoing throughout the school year with 1 Formals or 1 Meeting per semester	Within 10 workdays of the observation or meeting

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

Personnel Group	Evaluations	Occur	Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year  <b>Classroom (FTEM)</b> All School Locations  <b>Non-Classroom (FTEM)</b> All School and District-Based Locations	1	At the end of the school year	Within 10 days of finalizing the evaluation
	1	At the end of the school year	Within 10 days of finalizing the evaluation

<p>Hired after the beginning of the school year</p> <p><b>Classroom (FTEM)</b> All School Locations</p> <p><b>Non-Classroom (FTEM)</b> All School and District-Based Locations</p>	<p>1</p> <p>1</p>	<p>At the end of the school year</p> <p>At the end of the school year</p>	<p>Within 10 days of finalizing the evaluation</p> <p>Within 10 days of finalizing the evaluation</p>
<p><b>Newly Hired Classroom Teachers</b></p>			
<p>Hired before the beginning of the school year</p> <p><b>Classroom (FTEM)</b> All School Locations</p> <p><b>Non-Classroom (FTEM)</b> All School and District-Based Locations</p>	<p>2</p> <p>2</p>	<p>*One at the end of each semester</p> <p>*One at the end of each semester</p>	<p>Within 10 days of finalizing the evaluation</p> <p>Within 10 days of finalizing the evaluation</p>
<p>Hired after the beginning of the school year</p> <p><b>Classroom (FTEM)</b> All School Locations</p> <p><b>Non-Classroom (FTEM)</b> All School and District-Based Locations</p>	<p>2</p> <p>2</p>	<p>*One at the end of each semester</p> <p>*One at the end of each semester</p>	<p>Within 10 days of finalizing the evaluation</p> <p>Within 10 days of finalizing the evaluation</p>

\*New Hired First Year Teachers Require 2 Evaluations:

- If hired on or before November 15, 2021, the teacher will receive the first evaluation at the end of the first semester. The second evaluation will be completed at the end of the school year.
- If hired after November 15, 2021, the teacher will receive the first evaluation at the end of the school year and the second evaluation by November 15<sup>th</sup> of the following school year.
- If hired last school year (after November 15, 2020) and renewed for the 2021-2022 school year, the teacher must receive their second evaluation on/before November 15, 2021.

## Part IV: Evaluation Criteria

### A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Broward County, instructional practice accounts for 50% of the instructional personnel performance evaluation for the teachers on all three models.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

#### Classroom FTEM

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

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

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

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

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

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

**Non-Classroom FTEM**

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

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

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

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

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

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

**B. Other Indicators of Performance**

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Broward County, other indicators of performance account for 15% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

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

For the Classroom FTEM Model deliberate practice, educators will focus their self-assessment on the identified elements from within the following Domains – Standards-Based Planning, Standards-Based Instruction, and Professional Responsibilities. Two of the elements self-assessed will be selected as the focus for Deliberate Practice. A minimum of one element selected must be from the Standards-Based Instruction Domain.

For the Non-Classroom Model deliberate practice, educators will focus their self-assessment on the identified elements from within the following Domains - Domain 1: Planning and Preparing to Provide Support, Domain 2: Supporting Student Achievement, and Domain 4: Professional

Responsibilities. Two of the elements self-assessed will be selected as the focus for Deliberate

Practice. A minimum of one element selected must be from Domain 1: Planning and Preparing to Provide Support.

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

**Highly Effective (4.0)**

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

**Effective (3.0)**

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

**Needs Improvement (2.0)**

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

**Unsatisfactory (1.0)**

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

Teachers determine their starting rating on each of the two elements and they must rate themselves as Needed, Emergent, Proficient, or Accomplished so that growth can be measured. The overall Deliberate Practice will be calculated at 15% of the total evaluation.

## C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Broward County, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

For the Student Performance measure for teachers (**which will be worth 35% of the evaluation for instructional personnel**), the charts in Appendix D display the assessments to be used in 2021-2022. Growth Models will be used to classify teachers as Highly Effective, Effective,

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

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

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

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

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

## D. Summative Rating Calculation

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

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

**Classroom FTEM Model**

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

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

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

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

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

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

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

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

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

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

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

**Non-Classroom FTEM**

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

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

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

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

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

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

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

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

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

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

Example:

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



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

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## Appendix A – Evaluation Framework Crosswalk

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

### Classroom FTEM

Alignment to the Florida Educator Accomplished Practices – Classroom FTEM	
Practice	Evaluation Indicators
<b>1. Instructional Design and Lesson Planning</b>	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> </ul>
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> </ul>
c. Designs instruction for students to achieve mastery;	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> <li>• Planning to Close the Achievement Gap</li> </ul>
d. Selects appropriate formative assessments to monitor learning;	<ul style="list-style-type: none"> <li>• Using Formative Assessment to Track Progress</li> </ul>
e. Uses diagnostic student data to plan lessons; and,	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> <li>• Planning to Close the Achievement Gap</li> <li>• Using Formative Assessment to Track Progress</li> </ul>
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> <li>• Planning to Close the Achievement Gap</li> </ul>
<b>2. The Learning Environment</b>	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	<ul style="list-style-type: none"> <li>• Aligning Resources to Standard(s)</li> <li>• Organizing Students to Interact with Content</li> <li>• Establishing and Acknowledging Adherence to Rules and Procedures</li> <li>• Using Engagement Strategies</li> </ul>
b. Manages individual and class behaviors through a well-planned management system;	<ul style="list-style-type: none"> <li>• Organizing Students to Interact with Content</li> <li>• Establishing and Acknowledging Adherence to Rules and Procedures</li> </ul>

<p>c. Conveys high expectations to all students;</p>	<ul style="list-style-type: none"> <li>• Communicating High Expectations for Each Student to Close the Achievement Gap</li> </ul>
<p>d. Respects students' cultural linguistic and family background;</p>	<ul style="list-style-type: none"> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> </ul>
<p>e. Models clear, acceptable oral and written communication skills;</p>	<ul style="list-style-type: none"> <li>• Providing Feedback and Celebrating Progress</li> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> <li>• Communicating High Expectations for Each Student to Close the Achievement Gap</li> <li>• Adhering to School and District Policies and Procedures</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
<p>f. Maintains a climate of openness, inquiry, fairness and support;</p>	<ul style="list-style-type: none"> <li>• Providing Feedback and Celebrating Progress</li> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> <li>• Communicating High Expectations for Each Student to Close the Achievement Gap</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
<p>g. Integrates current information and communication technologies;</p>	<ul style="list-style-type: none"> <li>• Aligning Resources to Standard(s)</li> <li>• Planning to Close the Achievement Gap</li> <li>• Adhering to School and District Policies and Procedures</li> <li>• Maintaining Expertise in Content and Pedagogy</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
<p>h. Adapts the learning environment to accommodate the differing needs and diversity of students; and</p>	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap</li> <li>• Organizing Students to Interact with Content</li> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> <li>• Communicating High Expectations for Each Student to Close the Achievement Gap</li> <li>• Maintaining Expertise in Content and Pedagogy</li> </ul>
<p>i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</p>	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap</li> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> <li>• Communicating High Expectations for Each Student to Close the Achievement Gap</li> <li>• Maintaining Expertise in Content and Pedagogy</li> </ul>
<p><b>3. Instructional Delivery and Facilitation</b></p>	
<p><i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i></p>	
<p>a. Deliver engaging and challenging lessons;</p>	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap Using Data</li> <li>• Using Questions to Help Students Elaborate on Content</li> <li>• Helping Students Practice Skills, Strategies, and Processes</li> <li>• Helping Students Examine Similarities and Differences</li> <li>• Helping Students Revise Knowledge</li> <li>• Organizing Students to Interact with Content</li> <li>• Using Engagement Strategies</li> </ul>

<p>b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p>	<ul style="list-style-type: none"> <li>• Using Questions to Help Students Elaborate on Content</li> <li>• Reviewing Content</li> <li>• Helping Students Practice Skills, Strategies, and Processes</li> <li>• Helping Students Examine Similarities and Differences</li> <li>• Helping Students Examine their Reasoning</li> <li>• Helping Students Revise Knowledge</li> <li>• Helping Students Engage in Cognitively Complex Tasks</li> <li>• Organizing Students to Interact with Content</li> <li>• Using Engagement Strategies</li> </ul>
<p>c. Identify gaps in students' subject matter knowledge;</p>	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Identifying Critical Content from the Standards</li> <li>• Using Formative Assessment to Track Progress</li> </ul>
<p>d. Modify instruction to respond to preconceptions or misconceptions;</p>	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> <li>• Identifying Critical Content from the Standards</li> <li>• Reviewing Content</li> <li>• Using Formative Assessment to Track Progress</li> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> </ul>
<p>e. Relate and integrate the subject matter with other disciplines and life experiences;</p>	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> <li>• Using Engagement Strategies</li> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> </ul>
<p>f. Employ higher-order questioning techniques;</p>	<ul style="list-style-type: none"> <li>• Using Questions to Help Students Elaborate on Content</li> <li>• Helping Students Practice Skills, Strategies, and Processes</li> <li>• Helping Students Examine Similarities and Differences</li> <li>• Helping Students Revise Knowledge</li> <li>• Helping Students Engage in Cognitively Complex Tasks</li> </ul>
<p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p>	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> <li>• Identifying Critical Content from the Standard</li> <li>• Previewing New Content</li> <li>• Helping Students Process New Content</li> <li>• Using Questions to Help Students Elaborate on Content</li> <li>• Reviewing Content</li> <li>• Helping Students Practice Skills, Strategies, and Processes</li> <li>• Helping Students Examine Similarities and Differences</li> <li>• Helping Students Examine their Reasoning</li> <li>• Helping Students Revise Knowledge</li> <li>• Helping Students Engage in Cognitively Complex Task</li> <li>• Using Formative Assessment to Track Progress</li> </ul>
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual</p>	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap Using Data</li> <li>• Identifying Critical Content from the Standard</li> <li>• Previewing New Content</li> <li>• Helping Students Process New Content</li> <li>• Using Questions to Help Students Elaborate on Content</li> <li>• Reviewing Content</li> <li>• Helping Students Practice Skills, Strategies, and Processes</li> </ul>

differences in students;	<ul style="list-style-type: none"> <li>• Helping Students Examine Similarities and Differences</li> <li>• Helping Students Examine their Reasoning</li> <li>• Helping Students Revise Knowledge</li> <li>• Helping Students Engage in Cognitively Complex Tasks</li> </ul>
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	<ul style="list-style-type: none"> <li>• Providing Feedback and Celebrating Progress</li> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> <li>• Communicating High Expectations for Each Student to Close the Achievement Gap</li> </ul>
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap Using Data</li> <li>• Identifying Critical Content from the Standard</li> <li>• Previewing New Content</li> <li>• Helping Students Process New Content</li> <li>• Using Questions to Help Students Elaborate on Content</li> <li>• Reviewing Content</li> <li>• Helping Students Practice Skills, Strategies, and Processes</li> <li>• Helping Students Examine Similarities and Differences</li> <li>• Helping Students Examine their Reasoning</li> <li>• Helping Students Revise Knowledge</li> <li>• Helping Students Engage in Cognitively Complex Tasks</li> </ul>

**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;	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap</li> <li>• Using Formative Assessment to Track Progress</li> <li>• Communicating High Expectations for Each Student to Close the Achievement Gap</li> </ul>
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	<ul style="list-style-type: none"> <li>• Planning Standards-Based Lessons/Units</li> <li>• Aligning Resources to Standard(s)</li> <li>• Planning to Close the Achievement Gap</li> <li>• Using Formative Assessment to Track Progress</li> </ul>
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap</li> <li>• Using Formative Assessment to Track Progress</li> </ul>
d. Modifies assessments and testing conditions to accommodate learning styles and	<ul style="list-style-type: none"> <li>• Aligning Resources to Standard(s)</li> <li>• Planning to Close the Achievement Gap</li> <li>• Using Formative Assessment to Track Progress</li> </ul>

<p>varying levels of knowledge;</p>	
<p>e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,</p>	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap</li> <li>• Providing Feedback and Celebrating Success</li> <li>• Communicating High Expectations for Each Student to Close the Achievement Gap</li> </ul>
<p>f. Applies technology to organize and integrate assessment information.</p>	<ul style="list-style-type: none"> <li>• Aligning Resources to Standard(s)</li> <li>• Using Formative Assessment to Track Progress</li> </ul>
<p><b>5. Continuous Professional Improvement</b></p>	
<p><i>The effective educator consistently:</i></p>	
<p>a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;</p>	<ul style="list-style-type: none"> <li>• Adhering to School and District Policies and Procedures</li> <li>• Maintaining Expertise in Content and Pedagogy</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
<p>b. Examines and uses data-informed research to improve instruction and student achievement;</p>	<ul style="list-style-type: none"> <li>• Adhering to School and District Policies and Procedures</li> <li>• Maintaining Expertise in Content and Pedagogy</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
<p>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;</p>	<ul style="list-style-type: none"> <li>• Adhering to School and District Policies and Procedures</li> <li>• Maintaining Expertise in Content and Pedagogy</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
<p>d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;</p>	<ul style="list-style-type: none"> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>

<p>e. Engages in targeted professional growth opportunities and reflective practices; and,</p>	<ul style="list-style-type: none"> <li>• Adhering to School and District Policies and Procedures</li> <li>• Maintaining Expertise in Content and Pedagogy</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
<p>f. Implements knowledge and skills learned in professional development in the teaching and learning process.</p>	<ul style="list-style-type: none"> <li>• Adhering to School and District Policies and Procedures</li> <li>• Maintaining Expertise in Content and Pedagogy</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
<p><b>6. Professional Responsibility and Ethical Conduct</b></p>	
<p>Understanding that educators are held to a high moral standard in a community, the effective educator:</p>	
<p>a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Profession of Florida, pursuant to Rules 6A-10.82 and 6A-10.83, F.A.C., and fulfills the expected obligations to students, the public and the education profession.</p>	<ul style="list-style-type: none"> <li>• Adhering to School and District Policies and Procedures</li> <li>• Maintaining Expertise in Content and Pedagogy</li> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>

## Non-Classroom FTEM

Alignment to the Florida Educator Accomplished Practices – Non Classroom FTEM	
Practice	Evaluation Indicators
<p><b>1. Instructional Design and Lesson Planning</b></p>	
<p><i>Applying concepts from human development and learning theories, the effective educator consistently:</i></p>	
<p>a. Aligns instruction with state-adopted standards at the appropriate level of rigor;</p>	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Using Available Resources</li> <li>• Planning Standards-based Lessons/Units</li> </ul>
<p>b. Sequences lessons and concepts to ensure coherence and required prior knowledge;</p>	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>

c. Designs instruction for students to achieve mastery;	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Using Available Resources</li> <li>• Helping Students Meet Achievable Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>
d. Selects appropriate formative assessments to monitor learning;	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>
e. Uses diagnostic student data to plan lessons; and,	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Using Available Resources</li> <li>• Helping Students Meet Achievable Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Using Available Resources</li> <li>• Helping Students Meet Achievable Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>

**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;	<ul style="list-style-type: none"> <li>• Using Available Resources</li> <li>• Facilitating Groups</li> <li>• Managing Student Behavior</li> </ul>
b. Manages individual and class behaviors through a well-planned management system;	<ul style="list-style-type: none"> <li>• Facilitating Groups</li> <li>• Managing Student Behavior</li> </ul>
c. Conveys high expectations to all students;	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Students</li> <li>• Managing Student Behavior</li> <li>• Using Engagement Strategies</li> </ul>
d. Respects students' cultural linguistic and family background;	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Students</li> <li>• Managing Student Behavior</li> </ul>
e. Models clear, acceptable oral and written communication skills;	<ul style="list-style-type: none"> <li>• Promoting Positive Interactions with Colleagues and Community</li> <li>• Adhering to School/District Policies and Procedures</li> </ul>
f. Maintains a climate of openness, inquiry, fairness and support;	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Students</li> <li>• Managing Student Behavior</li> <li>• Promoting Positive Interactions with Colleagues and Community</li> </ul>
g. Integrates current information and communication technologies;	<ul style="list-style-type: none"> <li>• Using Available Resources</li> <li>• Planning Standards-based Lessons/Units</li> <li>• Promoting Positive Interactions with Colleagues and Community demonstrating Knowledge of Professional Practice (Area of Expertise)</li> <li>• Adhering to School/District Policies and Procedures</li> </ul>



<p>h. Adapts the learning environment to accommodate the differing needs and diversity of students; and</p>	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Students</li> <li>• Facilitating Groups</li> <li>• Demonstrating Knowledge of Professional Practice (Area of Expertise)</li> </ul>
<p>i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</p>	<ul style="list-style-type: none"> <li>• Using Available Resources</li> <li>• Demonstrating Knowledge of Students</li> <li>• Demonstrating Knowledge of Professional Practice (Area of Expertise)</li> </ul>
<p><b>3. Instructional Delivery and Facilitation</b></p>	
<p><i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i></p>	
<p>a. Deliver engaging and challenging lessons;</p>	<ul style="list-style-type: none"> <li>• Helping Students Meet Achievable Goals</li> <li>• Using Questioning Skills</li> <li>• Facilitating Groups</li> <li>• Using Engagement Strategies</li> </ul>
<p>b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p>	<ul style="list-style-type: none"> <li>• Using Questioning Skills</li> <li>• Facilitating Groups</li> <li>• Using Engagement Strategies</li> </ul>
<p>c. Identify gaps in students' subject matter knowledge;</p>	<ul style="list-style-type: none"> <li>• Planning Standards-based Lessons/Units</li> <li>• Identifying Critical Content</li> </ul>
<p>d. Modify instruction to respond to preconceptions or misconceptions;</p>	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Students</li> <li>• Planning Standards-based Lessons/Units</li> </ul>

<p>e. Relate and integrate the subject matter with other disciplines and life experiences;</p>	<ul style="list-style-type: none"> <li>• Using Available Resources</li> <li>• Planning Standards-based Lessons/Units</li> <li>• Using Engagement Strategies</li> </ul>
<p>f. Employ higher-order questioning techniques;</p>	<ul style="list-style-type: none"> <li>• Using Questioning Skills</li> </ul>
<p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p>	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Using Available Resources</li> <li>• Planning Standards-based Lessons/Units</li> <li>• Identifying Critical Content</li> <li>• Using Questioning Skills</li> <li>• Facilitating Groups</li> </ul>
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p>	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Students</li> <li>• Helping Students Meet Achievable Goals</li> <li>• Planning Standards-based Lessons/Units</li> <li>• Using Questioning Skills</li> </ul>
<p>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;</p>	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Demonstrating Knowledge of Students</li> <li>• Helping Students Meet Achievable Goals</li> </ul>
<p>j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p>	<ul style="list-style-type: none"> <li>• Helping Students Meet Achievable Goals</li> <li>• Using Questioning Skills</li> </ul>

<b>4. Assessment</b>	
<i>The effective educator consistently:</i>	
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;	<ul style="list-style-type: none"> <li>• Establishing and Communicating Clear Goals for Supporting Services</li> <li>• Helping the School/District Achieve Goals</li> <li>• Helping Students Meet Achievable Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	<ul style="list-style-type: none"> <li>• Establishing and Communicating Clear Goals for Supporting Services</li> <li>• Helping the School/District Achieve Goals</li> <li>• Using Available Resources</li> <li>• Helping Students Meet Achievable Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	<ul style="list-style-type: none"> <li>• Establishing and Communicating Clear Goals for Supporting Services</li> <li>• Helping the School/District Achieve Goals</li> <li>• Helping Students Meet Achievable Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Using Available Resources</li> <li>• Helping Students Meet Achievable Goals</li> <li>• Planning Standards-based Lessons/Units</li> </ul>
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	<ul style="list-style-type: none"> <li>• Establishing and Communicating Clear Goals for Supporting Services</li> <li>• Helping Students Meet Achievable Goals</li> </ul>
f. Applies technology to organize and integrate assessment information.	<ul style="list-style-type: none"> <li>• Establishing and Communicating Clear Goals for Supporting Services</li> <li>• Helping the School/District Achieve Goals</li> <li>• Using Available Resources</li> </ul>
<b>5. Continuous Professional Improvement</b>	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Using Data and Feedback to Support Changes to Professional Practice</li> <li>• Demonstrating Knowledge of Professional Practice (Area of Expertise)</li> </ul>

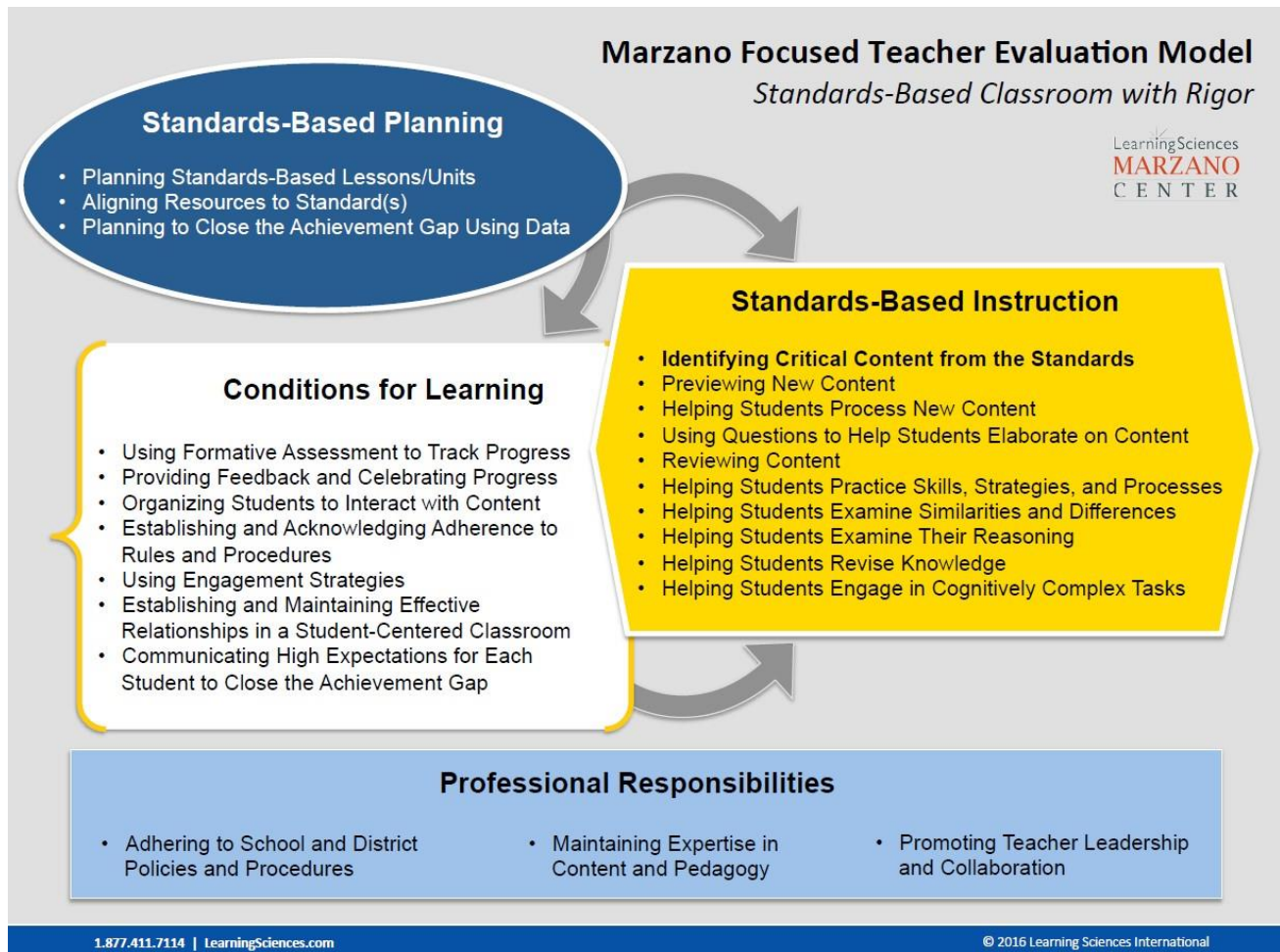
<p>b. Examines and uses data-informed research to improve instruction and student achievement;</p>	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Reflecting and Evaluating Personal Performance</li> <li>• Using Data and Feedback to Support Changes to Professional Practice</li> </ul>
<p>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;</p>	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Reflecting and Evaluating Personal Performance</li> <li>• Using Data and Feedback to Support Changes to Professional Practice</li> <li>• Promoting Positive Interactions with Colleagues and Community</li> </ul>
<p>d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;</p>	<ul style="list-style-type: none"> <li>• Helping the School/District Achieve Goals</li> <li>• Promoting Positive Interactions with Colleagues and Community</li> <li>• Supporting and Participating in School and District Initiatives</li> </ul>
<p>e. Engages in targeted professional growth opportunities and reflective practices; and,</p>	<ul style="list-style-type: none"> <li>• Reflecting and Evaluating Personal Performance</li> <li>• Using Data and Feedback to Support Changes to Professional Practice</li> <li>• Demonstrating Knowledge of Professional Practice (Area of Expertise)</li> <li>• Supporting and Participating in School and District Initiatives</li> </ul>
<p>f. Implements knowledge and skills learned in professional development in the teaching and learning process.</p>	<ul style="list-style-type: none"> <li>• Using Data and Feedback to Support Changes to Professional Practice</li> <li>• Demonstrating Knowledge of Professional Practice (Area of Expertise)</li> </ul>
<p><b>6. Professional Responsibility and Ethical Conduct</b></p>	
<p>Understanding that educators are held to a high moral standard in a community, the effective educator:</p>	
<p>a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant</p>	<ul style="list-style-type: none"> <li>• Reflecting and Evaluating Personal Performance</li> <li>• Adhering to School/District Policies and Procedures</li> </ul>

<p>to Rules 6A-10.80 and 6A-10.81 F.A.C., and fulfills the expected obligations to students, the public and the education profession.</p>	
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## Appendix B – Observation Instruments for Classroom Teachers

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

### FTEM – Classroom



**Planning Standards-Based Lessons/Units**

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

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

**Planning Evidence**

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

**Example Implementation Evidence**

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

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

**Aligning Resources to Standard(s)**

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.
Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.
<p><b>Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan</li> <li><input type="checkbox"/> Plans integrate a variety of text types (structures)</li> <li><input type="checkbox"/> Plans incorporate nonfiction text</li> <li><input type="checkbox"/> Plans identify Standards for Mathematical Practice to be applied</li> <li><input type="checkbox"/> Plans identify how available technology will be used             <ul style="list-style-type: none"> <li>• Interactive whiteboards</li> <li>• Response systems</li> <li>• Voting technologies</li> <li>• One-to-one computers</li> <li>• Social networking sites</li> <li>• Slogs</li> <li>• Wikis</li> <li>• Discussion boards</li> </ul> </li> <li><input type="checkbox"/> When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)</li> <li><input type="checkbox"/> When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan</li> </ul>
<p><b>Example Implementation Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Traditional resources are appropriately aligned to grade level standards             <ul style="list-style-type: none"> <li>• Text books</li> <li>• Manipulatives</li> <li>• Primary source materials</li> </ul> </li> <li><input type="checkbox"/> Digital resources are appropriately aligned to grade level standards             <ul style="list-style-type: none"> <li>• Interactive whiteboards</li> <li>• Response systems</li> <li>• Voting technologies</li> <li>• One-to-one computers</li> <li>• Social networking sites</li> <li>• Slogs</li> <li>• Wikis</li> <li>• Discussion boards</li> </ul> </li> <li><input type="checkbox"/> Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards</li> <li><input type="checkbox"/> Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity</li> <li><input type="checkbox"/> Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics</li> <li><input type="checkbox"/> Planned resources include those specific to students' culture</li> <li><input type="checkbox"/> Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)</li> </ul>

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



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

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

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

**Planning Evidence**

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

**Example Implementation Evidence**

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

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap <i>and</i> provides evidence of data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.



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

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

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

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

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

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

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

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

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

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

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

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

**Previewing New Content**

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.
Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.
<p>Example Teacher Instructional Techniques (Check any technique used in the lesson)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content) <ul style="list-style-type: none"> <li>D Use preview questions before instruction or a teacher-directed activity</li> </ul> </li> <li><input type="checkbox"/> Use K-W-L strategy or variation</li> <li><input type="checkbox"/> Provide advanced organizer (e.g. outline, graphic organizer)</li> <li><input type="checkbox"/> Facilitate a student brainstorm</li> <li><input type="checkbox"/> Use anticipation guide or other pre-assessment activity</li> <li><input type="checkbox"/> Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)</li> <li><input type="checkbox"/> Use digital resources and/or other media to help students make linkages to new content</li> <li><input type="checkbox"/> Use cultural resources to facilitate students making a link from what they know to the new content</li> <li><input type="checkbox"/> Facilitate identification of previously seen mathematical patterns or structures</li> </ul>
<p>Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a Group Activity to monitor that students can make a link from prior learning to the new content</li> <li><input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students can make a link from prior learning to the new Content</li> <li><input type="checkbox"/> Use Response Methods to monitor that students can make a link from prior learning to the new content</li> <li><input type="checkbox"/> Use Questioning Sequences to monitor that students can make a link from prior learning to the new content</li> </ul>
<p>Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify basic relationship between prior content and new content</li> <li><input type="checkbox"/> Explain linkages with prior knowledge in individual or group work</li> <li><input type="checkbox"/> Summarize the purpose for new content</li> <li><input type="checkbox"/> Explain how prior standards or learning targets link to the new content</li> <li><input type="checkbox"/> Explain linkages between mathematical patterns and structure from previous grades/lessons and current content</li> <li><input type="checkbox"/> Make predications about new content</li> </ul>
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reteach or use a new teacher technique</li> <li><input type="checkbox"/> Reorganize groups</li> <li><input type="checkbox"/> Utilize peer resources</li> <li><input type="checkbox"/> Modify the task</li> <li><input type="checkbox"/> Provide additional resources</li> </ul>

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

### Helping Students Process New Content

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

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

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

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

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

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

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

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

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

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

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

**Using Questions to Help Students Elaborate on Content**

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.
Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.
Example Teacher Instructional Techniques (Check any technique used in the lesson) <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time</li> <li><input type="checkbox"/> Ask detail questions</li> <li><input type="checkbox"/> Ask category questions</li> <li><input type="checkbox"/> Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)</li> <li><input type="checkbox"/> Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations</li> <li><input type="checkbox"/> Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught</li> <li><input type="checkbox"/> Model the process of using evidence to support elaboration</li> <li><input type="checkbox"/> Model processes and proficiencies to support mathematical elaboration</li> <li><input type="checkbox"/> Model implementation of appropriate wait time when questioning</li> </ul>
Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson) <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a Group Activity to monitor that students accurately elaborate on content</li> <li><input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students accurately elaborate on content</li> <li><input type="checkbox"/> Use Response Methods to monitor that students accurately elaborate on content</li> <li><input type="checkbox"/> Use Questioning Sequences to monitor that students accurately elaborate on content</li> </ul>
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique.) <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer detail questions about the content</li> <li><input type="checkbox"/> Identify characteristics of content-related categories</li> <li><input type="checkbox"/> Make general elaborations about the content</li> <li><input type="checkbox"/> Provide evidence and support for elaborations</li> <li><input type="checkbox"/> Identify basic relationships between ideas and how one idea relates to another</li> <li><input type="checkbox"/> Artifacts/student work demonstrate students can make well-supported elaborative inferences</li> <li><input type="checkbox"/> Discussions demonstrate students can make well-supported elaborative inferences</li> <li><input type="checkbox"/> Discussions are grounded in evidence from text, both literary and informational</li> <li><input type="checkbox"/> Discussions and student work provide evidence of mathematical elaboration</li> </ul>
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning <ul style="list-style-type: none"> <li><input type="checkbox"/> Rephrase questions/scaffold questions</li> <li><input type="checkbox"/> Modify task</li> <li><input type="checkbox"/> Provide additional resources</li> </ul>

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

**Reviewing Content**

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.
<p>Example Teacher Instructional Techniques (Check any technique used in the lesson)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin lesson with a brief review of previously taught content</li> <li><input type="checkbox"/> Use a scaffolding process to systematically show the cumulative nature of the content</li> <li><input type="checkbox"/> Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another <ul style="list-style-type: none"> <li>• Brief summary</li> <li>• Problem that must be solved using previous information</li> <li>• Questions that require a review of content</li> <li>• Demonstration</li> <li>• Brief practice test or exercise</li> <li>• Warm-up activity</li> </ul> </li> <li><input type="checkbox"/> Ask students to demonstrate increased fluency and/or accuracy of previously taught processes</li> </ul>
<p>Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a Group Activity to monitor that students know the previously taught critical content</li> <li><input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students know the previously taught critical content</li> <li><input type="checkbox"/> Use Response Methods to monitor that students know the previously taught critical content</li> <li><input type="checkbox"/> Use Questioning Sequences to monitor that students know the previously taught critical content</li> </ul>
<p>Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring techniques)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another</li> <li><input type="checkbox"/> Summarize the cumulative nature of the content</li> <li><input type="checkbox"/> Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)</li> <li><input type="checkbox"/> Explain previously taught concepts</li> <li><input type="checkbox"/> Demonstrate increased fluency and/or accuracy of previously taught processes</li> </ul>
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reteach or use a new teacher technique</li> <li><input type="checkbox"/> Reorganize groups</li> <li><input type="checkbox"/> Utilize peer resources</li> <li><input type="checkbox"/> Modify task</li> <li><input type="checkbox"/> Provide additional resources</li> </ul>

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

**Helping Students Practice Skills, Strategies, and Processes**

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

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

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

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

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

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

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

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

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

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

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



### Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

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

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

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

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

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

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

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

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

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

**Helping Students Examine Their Reasoning**

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

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

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

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

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

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

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

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

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

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

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



### Helping Students Revise Knowledge

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

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

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

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

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

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

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

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

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

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

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

### Helping Students Engage in Cognitively Complex Tasks

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

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

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

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

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

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

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

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

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

Utilize different coaching/facilitation techniques

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

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

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

<p>Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.</p>
<p>Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.</p>
<p>Example Teacher Instructional Techniques (Check any technique used in the lesson)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)</li> <li><input type="checkbox"/> Ask students to explain their progress toward the learning target</li> <li><input type="checkbox"/> Ask students to provide evidence of their progress toward the learning target</li> <li><input type="checkbox"/> Facilitate individual conferences regarding use of data to track progress</li> <li><input type="checkbox"/> Use formative measures to chart individual and/or class progress towards learning targets using a performance Scale</li> <li><input type="checkbox"/> Use formative assessment that reflects awareness of cultural differences represented in the classroom</li> </ul>
<p>Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically update their status on the learning targets using a chart, graph, or data notebook</li> <li><input type="checkbox"/> Describe their status relative to learning targets using the Scale (e.g. exit ticket, summary, etc.)</li> <li><input type="checkbox"/> Individual conferences document that students provide artifacts and data regarding their progress toward learning targets</li> </ul>
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize peer resources</li> <li><input type="checkbox"/> Provide additional resources</li> <li><input type="checkbox"/> Modify task</li> </ul>

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

**Providing Feedback and Celebrating Progress**

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

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

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

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

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

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

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

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

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

**Organizing Students to Interact with Content**

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

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

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

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

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

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

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

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

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

**Establishing and Acknowledging Adherence to Rules and Procedures**

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

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

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

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

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

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

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

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

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

**Using Engagement Strategies**

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

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

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

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

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

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

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

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

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



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

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

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

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

- Encourage students to share their thinking and perspectives
- Seek student input regarding classroom activities and culture
- Relate content-specific knowledge to personal aspects of students' lives
- Discuss with students about topics in which they are interested
- Discuss equity and individual needs of students
- Use student input and feedback to maintain an academic focus on rigor
- Build student interests into lessons (i.e. incorporate cultural connections)
- Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- Compliment students regarding academic and personal accomplishments
- Engage in conversations with students about events in their lives outside of school
- When appropriate, use humor and/or playful dialogue with students
- Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact,

etc.)

- Remain calm in response to inflammatory situations
- Interact with each student in the same calm and controlled fashion
- Remain objective and in control by not demonstrating personal offense at student misconduct
- Celebrate students' individual diversity, uniqueness, and cultural traditions

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

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

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

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

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



**Communicating High Expectations for Each Student to Close the Achievement Gap**

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

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

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

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

Probe each student to further explain their answers when they are incorrect

Require perseverance and productive struggle in solving problems and overcoming obstacles

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

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

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

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

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

**Adhering to School/District Policies and Procedures**

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

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

Example Teacher Evidence

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

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

### Maintaining Expertise in Content and Pedagogy

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

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

Example Teacher Evidence

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

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

**Promoting Teacher Leadership and Collaboration**

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

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

Example Teacher Evidence

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

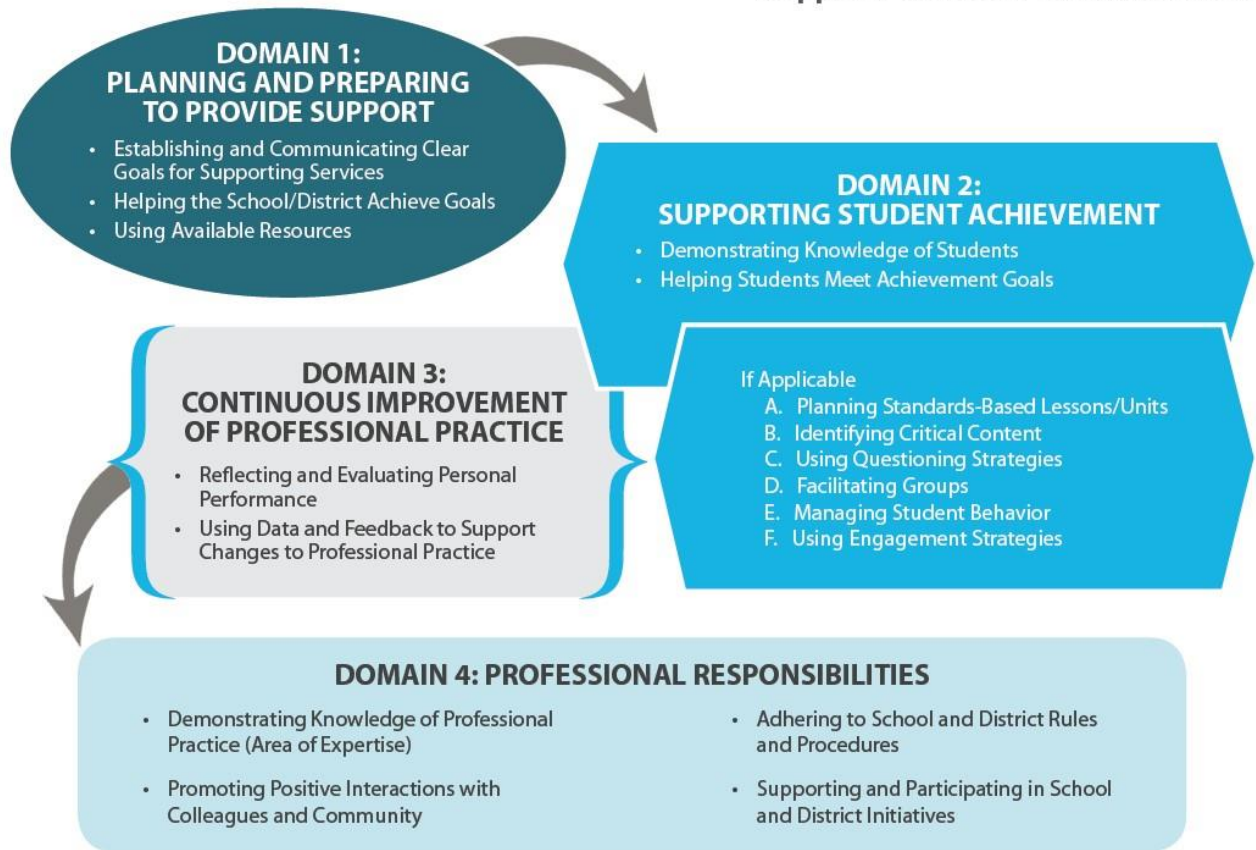
Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture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

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

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



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



## Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services
<b>Focus Statement:</b> Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
<b>Desired Effect:</b> School/district knows the supporting services provided by the instructional support member.
<b>Example Instructional Support Member Evidence</b> (Check any evidences demonstrated)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school</li> <li><input type="checkbox"/> Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals</li> <li><input type="checkbox"/> Communicates goals to appropriate school or district personnel</li> <li><input type="checkbox"/> References and updates goals and plan for support throughout the year</li> <li><input type="checkbox"/> Goals confirm knowledge consistent with professional area of responsibility</li> <li><input type="checkbox"/> Supporting services demonstrate knowledge of human growth and development</li> <li><input type="checkbox"/> Data are used in the planning and goal setting process</li> <li><input type="checkbox"/> Elicits input from school regarding needed services and support</li> <li><input type="checkbox"/> Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services</li> </ul>
<b>Example Implementation Evidence</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district</li> <li><input type="checkbox"/> Explains how goals support and align with school and/or district goals.</li> <li><input type="checkbox"/> Explains how data were used to establish goals</li> <li><input type="checkbox"/> Explains how their actions and/or activities relate to the goals</li> <li><input type="checkbox"/> Artifacts support clear communication of goals</li> </ul>

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

<b>Helping the School/District Achieve Goals</b>
<b>Focus Statement:</b> Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.
<b>Desired Effect:</b> Instructional support member helps the school/district achieve goals.
<b>Example Instructional Support Member Evidence</b> (Check any evidence demonstrated)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates knowledge of school/district goals</li> <li><input type="checkbox"/> Goals to provide services align with and support the school/district goals</li> <li><input type="checkbox"/> Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in committees, working with student groups, advising, etc.)</li> <li><input type="checkbox"/> Maintains accurate records of support provided that help the school/district achieve goals</li> <li><input type="checkbox"/> Provides accurate and relevant input to support the school/district</li> </ul>
<b>Example Implementation Evidence</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Artifacts reveal the instructional support member helped individual or groups of students achieve goals</li> <li><input type="checkbox"/> Artifacts reveal the instructional support member achieved goals to provide supporting services</li> <li><input type="checkbox"/> Artifacts confirm the instructional support member helped the school/district achieve goals</li> <li><input type="checkbox"/> Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals</li> </ul>

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



### Using Available Resources

**Focused Statement:** Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

**Desired Effect:** The use of available resources provides supporting services to the school/district.

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

**Example Implementation Evidence**

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

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



## Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students
<p><b>Focus Statement:</b> Instructional support member demonstrates knowledge of the unique needs of students in the school/district.</p>
<p><b>Desired Effect:</b> Instructional support member provides appropriate services to support the unique needs of students in the school/district.</p>
<p><b>Example Instructional Support Member Evidence</b> (Check any evidence demonstrated)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies students with unique needs</li> <li><input type="checkbox"/> Communicates expectation for each student to be successful</li> <li><input type="checkbox"/> Advocates for students who need accommodations and/or modifications to the curriculum</li> <li><input type="checkbox"/> Seeks appropriate services to help students with unique needs</li> <li><input type="checkbox"/> Identifies families to assist with learning how to plan and advocate for their student</li> <li><input type="checkbox"/> Collaborates with other school personnel to help students with unique needs to meet achievement goals</li> <li><input type="checkbox"/> Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds</li> <li><input type="checkbox"/> Extinguishes negative comments about students with unique needs, interests, and/or backgrounds</li> <li><input type="checkbox"/> Demonstrates knowledge of human growth and development</li> <li><input type="checkbox"/> Recognizes and addresses student needs and interests during interactions</li> <li><input type="checkbox"/> Identifies equity issues for students (when appropriate)</li> <li><input type="checkbox"/> Helps students learn how to become self-advocates</li> </ul>
<p><b>Example Implementation Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides appropriate services to help students with unique needs</li> <li><input type="checkbox"/> Assists families in learning to plan and advocate for their student</li> <li><input type="checkbox"/> Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs</li> <li><input type="checkbox"/> Artifacts support identification of students who need special assistance</li> <li><input type="checkbox"/> Explains how accommodations and/or modifications help address the unique needs of students</li> <li><input type="checkbox"/> Artifacts demonstrate support of individual students to meet achievement goals</li> <li><input type="checkbox"/> Artifacts reveal that students receive appropriate modifications or accommodations</li> <li><input type="checkbox"/> Actively addresses equity issues for students (when appropriate)</li> <li><input type="checkbox"/> Students identify the instructional support member as one who advocates for them</li> <li><input type="checkbox"/> Artifacts demonstrate students act as self-advocates</li> <li><input type="checkbox"/> Explains how knowledge of the unique needs of students helps support students in achievement of their goals</li> </ul>

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

### Helping Students Meet Achievement Goals

**Focus Statement:** Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

**Desired Effect:** Barriers are removed to help students meet achievement goals.

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

- Identifies students who need help meeting achievement goals
- Advocates for students who need assistance gaining access to critical curriculum
- Provides plans and/or artifacts of helping remove barriers for the benefit of students
- Assists families in learning how to plan and advocate for their student
- Assists families in learning to identify the barriers
- Collaborates with other school personnel to help students meet achievement goals
- Behaviors indicate value and respect for students who may have barriers to achieving goals
- Extinguishes negative comments about students who have barriers to achieving goals
- Sets high expectations for each student
- Communicates with families about how to help their students remove barriers

### Example Implementation Evidence

- Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- Artifacts support identification of students who received help meeting their achievement goals
- Explains how removing barriers helped students meet achievement goals
- Explains how removing barriers helped individual students gain equal access to critical curriculum
- Artifacts reveal students have equal access to critical curriculum
- Students identify the instructional support member as one who advocates for them by helping remove barriers
- Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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

## Optional for Instructional Positions

### A. Planning Standards-Based Lessons/Units

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

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

#### Planning Evidence

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

#### Example Standards Implementation Evidence

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

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

## B. Identifying Critical Content

**Focus Statement:** Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

**Desired Effect:** Students can identify critical versus non-critical content.

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

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

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

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

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

### C. Using Questioning Strategies

**Focus Statement:** Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

**Desired Effect:** Students accurately elaborate on content.

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

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

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

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

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

### D. Facilitating Groups

**Focus Statement:** Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

**Desired Effect:** Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

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

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

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

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

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

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

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



### E. Managing Student Behavior

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

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

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

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

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

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

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

<b>F. Using Engagement Strategies</b>				
<b>Focus Statement:</b> Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.				
<b>Desired Effect:</b> Students engage or re-engage with content as a result of teacher action.				
<b>Example Instructional Support Member/Teacher Instructional Techniques</b> (Check any technique used in the lesson)				
<input type="checkbox"/> Takes action or uses specific strategies to re-engage students <input type="checkbox"/> Uses academic games <input type="checkbox"/> Manages response rates <input type="checkbox"/> Uses physical movement <input type="checkbox"/> Maintains a lively pace <input type="checkbox"/> Uses crisp transitions from one activity to another <input type="checkbox"/> Demonstrates intensity and enthusiasm for the content <input type="checkbox"/> Uses friendly controversy <input type="checkbox"/> Provides opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections) <input type="checkbox"/> Presents unusual or intriguing information about the content				
<b>Example Student Evidence of Desired Effect</b> (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)				
<input type="checkbox"/> Behaviors show awareness that the teacher is noticing students' level of engagement <input type="checkbox"/> Behaviors show the engagement strategy increases engagement <input type="checkbox"/> Student-centered tasks and processes produce high levels of engagement <input type="checkbox"/> Talk with groups or in response to questions is focused on critical content <input type="checkbox"/> Engage in the critical content with enthusiasm <input type="checkbox"/> Self-regulate engagement and engagement of peers <input type="checkbox"/> Actions show students are motivated by the teacher <input type="checkbox"/> Behaviors show students are inspired by the teacher <input type="checkbox"/> Multiple students or the entire class respond to questions posed by the teacher <input type="checkbox"/> Artifacts/student work indicate students are engaged in the critical content				

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



## Domain 3: Continuous Improvement of Professional Practice

### Reflecting and Evaluating Personal Performance

**Focus Statement:** Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

**Desired Effect:** Instructional support member identifies specific practices and behaviors on which to improve.

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

- Uses a reflection process for analysis of specific strengths and weaknesses
- Keeps track of specifically identified focus areas for improvement
- Identifies and keeps track of specific areas identified based on individual interest
- Describes how specific areas for improvement are identified
- Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility
- Provides a written analysis of specific causes of success or difficulty
- Explains the differential effects of specific strategies and behaviors that yield results
- Exhibits characteristics of a growth mindset

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

### Using Data and Feedback to Support Changes to Professional Practice

**Focus Statement:** Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

**Desired Effect:** Instructional support member demonstrates professional growth.

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

- Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- Identifies the data and feedback used to develop a professional growth plan
- Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- Describes progress toward meeting the goals outlined in the plan as supported by evidence
- Charts progress toward professional growth plan goals and supports by evidence
- Seeks mentorship from experts in area of professional responsibility
- Seeks innovative ways to improve professional practice

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

## Domain 4: Professional Responsibilities

### Demonstrating Knowledge of Professional Practice (Area of Expertise)

**Focus Statement:** Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.

**Desired Effect:** Instructional support member is recognized by the school/district as an expert in their area of expertise.

#### Example Instructional Support Member Evidence (Check any evidence demonstrated)

- Participates in professional development opportunities
- Demonstrates knowledge of processes and protocols associated with professional area of expertise
- Demonstrates knowledge of state and federal laws associated with professional area of expertise
- Keeps record of specific situations during which he/she mentored other instructional support members
- Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways
- Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
- Leads or facilitates professional development activities
- Disseminates information in an accurate manner
- Provides accessibility for professional services to students and school
- Describes specific situations in which he/she has mentored colleagues to share expertise
- Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

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

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

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

**Promoting Positive Interactions with Colleagues and the Community**

**Focus Statement:** Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

**Desired Effect:** Positive relationships result in support for learning.

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

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

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

### Adhering to School and District Policies and Procedures

**Focus Statement:** Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

**Desired Effect:** Instructional support member self-monitors adherence to district policies and procedures.

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

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

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

### Supporting and Participating in School and District Initiatives

**Focus Statement:** Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

**Desired Effect:** Instructional support member actively supports and participates in school and district initiatives.

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

- Participates in school activities and events as appropriate to support students and the school community
- Serves on school and district committees
- Participates in professional development opportunities
- Works to achieve school and district improvement goals
- Provides record of specific situations in which he/she has participated in school and/or district initiatives
- Describes or shows evidence of participation in school and/or district initiatives
- Exhibits characteristics of a growth mindset

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

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

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

## Appendix D – Student Performance Measures

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

2021-2022 Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Fourth – Tenth Grade (4-10) FSA ELA	FSA ELA	Growth Model
Fourth – Eighth Grade (4-8) FSA Math	FSA Math	Growth Model
Fourth – Tenth Grade (4-10) Non-FSA	FSA ELA	Growth Model
Third Grade (3)	FSA ELA	Growth Model
Second Grade (2)	End-of-year Primary Reading Test (PRT)	Growth Model
First Grade (1)	End-of-year Primary Reading Test (PRT)	Growth Model
Pre-Kindergarten (PK)	Letter Names, Letter Sounds and Concepts of Print	Growth Model
Kindergarten (K)	Letter Names, Letter Sounds and Concepts of Print	Growth Model
ESE	FSAA	Growth Model
Algebra I	Algebra I EOC	Growth Model
Eighth (8) Grade FCAT Science	FCAT Science	Growth Model
Civics	Civics EOC	Growth Model
Biology	Biology EOC	Growth Model
Geometry	Geometry EOC	Growth Model
U.S. History	US History EOC	Growth Model
Advanced Placement (AP)	AP Test	Growth Model
International Baccalaureate (IB)	IB Test	Growth Model
Remaining Classroom Teachers	SAT, ACT, State and/or Local Assessments	Growth Model or School Grade or School Improvement Rating
Non-Classroom Teachers (with assigned students – All Levels)	FSA ELA	Growth Model
Non-Classroom Teachers (whole school or district-wide responsibility – All Levels)	FSA and State EOCs	Growth Model or School Grade or School Improvement Rating



## Appendix E – Summative Evaluation Forms

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

### FTEM – Classroom

Final Evaluation for [REDACTED] *Finished*

**Learner:** [REDACTED]     
 **Evaluator:** Building Administrator     
 **Evaluation Category:** Classroom FTEM     
 **Observation Period:** Nov 9, 2020 to May 7, 2021     
 **Date Submitted:** Aug 10, 2021

**Learner UUID:** [REDACTED]     
 **Buildings:** [REDACTED]

**Final Score: 3.387 Effective**

Instructional Practice Weight: 50.0%	Deliberate Practice Weight: 15.0%	Student Performance Weight: 35.0%
3.475 Highly Effective	4.0 Highly Effective	3.0 Effective

### Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Feedback	Jan 4, 2021 2:57 PM	Classroom FTEM v2017 updated	[REDACTED]
No	Standard	Formal	Apr 6, 2021 8:08 AM	Classroom FTEM v2017 updated	[REDACTED]
No	Standard	Feedback	Apr 30, 2021 12:07 PM	Classroom FTEM v2017 updated	[REDACTED]

#### Frequency Requirements

Classroom FTEM v2017 updated      Formal Or Informal, expected 1, actual 1

### Final Score Scale

Range: 1.0 - 4.0

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

Instructional Practice: 3.475 - Highly Effective

### Instructional Practice Scale

Weight: 50.0% | Range: 1.0 - 4.0

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

## Classroom FTEM v2017 updated

Score: 3.475 - Highly Effective

Weight: 100.0%

Scale	Count
Level 4.0 (Exemplary)	3 (30.0%)
Level 3.25 (Accomplished)	7 (70.0%)
Level 2.75 (Proficient)	0 (0.0%)
Level 2.0 (Emergent)	0 (0.0%)
Level 1.25 (Needed)	0 (0.0%)
Total Count:	10

Deliberate Practice: 4.0 - Highly Effective

### Deliberate Practice Scale

Weight: 15.0% | Range: 1.0 - 4.0

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

Deliberate Practice

Weight: 15.0%

**4.0**

Highly Effective

Student Performance: 3.0- Effective

### Student Performance Scale

Weight: 35.0% | Range: 1.0 - 4.0

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

Student Performance

Weight: 35.0%

**3.0**

Effective

Overall Evaluation Comments

Comments

## FTEM – NonClassroom

### Final Evaluation for [REDACTED] *Finished*

**Learner:** [REDACTED]     
 **Evaluator:** Building Administrator     
 **Evaluation Category:** Category NC     
 **Observation Period:** Nov 9, 2020 to May 7, 2021     
 **Date Submitted:** Aug 10, 2021

**Learner UUID:** [REDACTED]     
 **Buildings:** [REDACTED]

### Final Score: 3.600 - Highly Effective

Instructional Practice Weight: 50.0%	Deliberate Practice Weight: 15.0%	Student Performance Weight: 35.0%
3.900 Highly Effective	4.0 Highly Effective	3.0 Effective

### Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Formal	Dec 2, 2020 3:46 PM	Non-classroom FTEM v2017 updated	[REDACTED]
No	Standard	Meeting	Feb 25, 2021 9:55 AM	Non-classroom FTEM v2017 updated	[REDACTED]
No	Standard	Meeting	Apr 20, 2021 8:29 PM	Non-classroom FTEM v2017 updated	[REDACTED]
No	Standard	Formal	May 5, 2021 8:13 PM	Non-classroom FTEM v2017 updated	[REDACTED]
No	Standard	Meeting	May 6, 2021 8:11 PM	Non-classroom FTEM v2017 updated	[REDACTED]

Frequency Requirements	
Non-classroom FTEM v2017 updated	Formal Or Meeting, expected 1, actual 1

### Final Score Scale

Range: 1.0 - 4.0

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

### Instructional Practice: 3.900 - Highly Effective

### Instructional Practice Scale

Weight: 50.0% | Range: 1.0 - 4.0

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

## Non-classroom FTEM

Score: 3.900 - Highly Effective

Weight: 100.0%

Scale	Count
Level 4.0 (Exemplary)	13 (86.67%)
Level 3.25 (Accomplished)	2 (13.33%)
Level 2.75 (Proficient)	0 (0.0%)
Level 2.0 (Emergent)	0 (0.0%)
Level 1.25 (Needed)	0 (0.0%)
Total Count:	15

### Deliberate Practice: 4.0 - Highly Effective

#### Deliberate Practice Scale

Weight: 15.0% | Range: 1.0 - 4.0

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

#### Deliberate Practice

Weight: 15.0%

# 4.0

Highly Effective

### Student Performance: 3.0

#### Student Performance Scale

Weight: 35.0% | Range: 1.0 - 4.0

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

#### Student Performance

Weight: 35.0%

# 3.0

Effective

#### Overall Evaluation Comments

#### Comments