BROWARD COUNTY PUBLIC SCHOOLS

BROWARD INSTRUCTIONAL DEVELOPMENT AND GROWTH EVALUATION SYSTEM

BrIDGES

EVALUATION PROCEDURES

FOR

INSTRUCTIONAL PERSONNEL

(Classroom Teachers and Instructional Support Personnel: ESE Specialists, Instructional Coaches, Guidance and Family Counselors, Media Specialists, Speech and Language Pathologists, Occupational, Physical Therapists, Social Workers, School Psychologists, Teachers on Special Assignment, et al)

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation.

Revised 9/13/2012

PREAMBLE

The redeveloped instructional personnel evaluation system for Broward County Public Schools will improve the quality of instructional, administrative and supervisory service through a redesigned teacher observation system and a redesigned evaluation system that is based primarily on student growth measures.

In September 2010, stakeholder committees were created to address the evaluation, pay for performance, and differentiated pay requirements of Race to the Top, Differentiated Accountability and the School Improvement Grant. Members of the Teacher and Principal Appraisal Committee included principals, teachers, district personnel, and representatives from the teachers' union, principal and assistant principals' association, and parents.

In an effort to work more collaboratively with the Broward Teachers Union, in February 2011, the District agreed to form a sub-committee from the Teacher and Principal Appraisal Committee to continue the research and development of the evaluation and observation tool and gather the evidence needed for the June 1, 2011 Race to the Top submission.

The sub-committee, comprised of a teacher's union representative and district evaluation coordinator, met twenty-three (23) times to provide input into the development of a new evaluation system and observation tool for teachers. The meetings included attendance and participation in Department of Education sponsored workshops providing guidance into the development of the system.

On September 16, 2011, the School Board approved to adopt a three-year collective bargaining agreement between The School Board of Broward County, Florida and the Broward Teachers Union effective August 16, 2001-August 15, 2014. The agreement includes a Memorandum of Understanding (Attachment F) between the parties which solidifies the commitment to negotiate and make recommendations no later than December 15, 2011 on the components of Race to the Top and the Student Success Act. Joint labor-management committees have been established and have begun to develop and implement various components of the evaluation plan.

A joint labor-management evaluation committee including appropriate stakeholders has been established to continue to negotiate aspects of the implementation of the new evaluation observation and evaluation systems. The committee has met regularly to monitor the operations of the teacher evaluation system and make recommendations for changes as necessary.

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PHILOSOPHY, ASSUMPTIONS, AND GUIDING PRINCIPLES

The School Board of Broward County and the Broward Teachers Union (BTU) believe that to provide the best education possible to students, competent, capable and caring instructional personnel must shape the educational environment in which its students participate. The primary purpose of teacher evaluation is the improvement of individual and collective teaching performance resulting in optimal student learning. The parties also recognize the statutory requirements in Florida Statute linking student performance with the evaluation process.

The School Board and BTU acknowledge that the evaluation process should recognize the professional nature of teaching and supervision. Educational research has not identified a single uni-dimensional construct called "effective teaching." Teachers must pursue a variety of models of effective teaching. It is recognized, moreover, that the educational environment is complex and variable and great weight should be placed on teacher judgment as well as meaningful educational research and best practices to guide the activities of student learning.

The system must delineate responsibilities to assist employees in overcoming identified deficiencies, and contributing to professional growth and development along with improving student performance. The system must also ensure prompt and regular exchange of employee and student performance data between teacher and administrator. The result is an effective evaluation system that provides the basis for a collective school climate focused on student learning.

The Broward Instructional Development and Growth Evaluation System (BrIDGES) was founded on assumptions which relate to the design of an assessment system, teachers as individuals, the assessor, procedures, and instruments.

Assumptions

- The major goal of an evaluation system is continuous instructional improvement.
- A sound evaluation system focuses on teacher performance.
- The evaluation system links programs to professional development activities.
- The evaluation system recognizes outstanding teaching performance.
- The result of a sound and progressive evaluation system is a climate in which administrators and teachers work to take collective responsibility for student progress.
- A comprehensive orientation program helps teachers to understand the system; prepare for the assessment; and respond to the results of the assessment.
- The teacher wants to be a competent professional.
- Instruction is the primary element in the overall role of the teacher. It is possible to evaluate differences in teacher performance. The evaluator has a commitment to instructional improvement.
- The process encourages diversity in teaching behavior.
- The effectiveness of teaching behavior is best assessed in light of learner, school and/or school system characteristics, needs, organizational structure, and student performance outcomes within the teacher's control.
- The process focuses on patterns of teaching behavior that contribute to effective student learning.
- Multiple sources of data are used ~~to~~ in the development of a complete picture of teacher performance.
- All teaching can improve with additional systemic support or assistance.

- The evaluation process should impact significantly on personnel decisions.
- The instrument(s) are understood by all teachers and administrators.
- The instrument(s) reflect the performance of competencies/ skills considered important to effective teaching.

Guiding Principles

- The following principles guide the initial implementation and ongoing operation of BrIDGES.
- Evaluators and teachers should be familiar with specific models of effective instructional strategies.
- Administrators with evaluative responsibilities using this system must be extensively trained.
- The system should promote professional and organizational growth.
- The process should be appropriate for all specialties and assignments.
- The system should be reasonably easy to administer.
- The evaluative process must meet legal requirements.
- The system should be based on the principle that performance of employees at varying levels of ability can improve to higher levels of competency over time if given appropriate assistance, training, and/or opportunity.
- A multi-dimensional approach will be taken for evaluation i.e., not every teacher is evaluated in the same manner annually.
- Administrators, peers, curriculum specialists, grade chairpersons, department chairpersons, instructional coaches and others should be trained and included as a regular integrated part of the observation and feedback process.
- The process should take a supportive, positive approach toward improving performance which acknowledges competence and accomplishment.
- The district and the state must make a financial commitment to make the evaluation system work as intended.

TARGET GROUPS

The following persons, groups, departments, and offices are responsible for implementing components of BrIDGES:

a. **Principals/Assistant Principals** - The principal/assistant principal implements BrIDGES activities at the school level. He or she is responsible for evaluating all Instructional Personnel and ensuring that each instructional employee is oriented. He or she may delegate some data collection activities to other trained observers in the school.
b. **Classroom Teachers and Instructional Personnel** - Teachers and instructional personnel participate in the orientation program, review procedures, review criteria, and request assistance related to their performance, as needed. In addition, they may participate in professional educator development activities organized for the BrIDGES.
c. **Division of Human Resources** - The Division of Human Resources develops and distributes an annual schedule of evaluation activities. In addition, it receives completed forms, ensures the implementation of the system, and maintains evaluation records in personnel files. The Division of Human Resources coordinates its activities as they apply to BrIDGES with the BrIDGES Committee and with the Broward Teachers Union. All data requested by the Instructional Personnel Evaluation Committee and/or the Broward Teachers Union will be provided in order to evaluate the BrIDGES, determine statutory compliance and make needed and/or desired modifications.

d. **Talent Development-** This division coordinates and delivers training programs for evaluators and teachers.
e. **Broward Teachers Union -** The Union supports the implementation of BrIDGES and its modifications through representation on the Evaluation Committee.
f. **Evaluation Committee -** This labor-management committee is responsible for monitoring and modifying BrIDGES as needed. Membership on the committee will include an equal number of appointees made by the Superintendent and the BTU President. Through this committee the parties agree to develop necessary procedures to bring BrIDGES into compliance with Florida Statutes. Commencing with the 2011-2012 school year, the parties will begin to phase in development and implementation of this system. The system will be fully operational by July 1, 2014 and provide assistance and input for employees at all levels of competence. The system will operate at both the school and district levels providing access for employees at all skill levels.
g. **Superintendent -** The district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations. The district school superintendent shall also notify the department of any instructional personnel or school administrators who are given written notice by the district of intent to terminate or not renew their employment.

PERFORMANCE CRITERIA

BrIDGES recognizes performance through a variety of means such as observations, student growth data, and artifacts. Performance criteria provides for parent input as required in the Collective Bargaining Agreement (Within thirty (30) days after the start of each school year, parents will be notified in writing by each school administration of their right to provide input into employee performance assessments when appropriate in accordance with F.S. 1012.34.). BrIDGES is based on the Florida Educator Accomplished Practices:

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1.The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2.The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3.The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
c. Designs instruction for students to achieve mastery;
d. Selects appropriate formative assessments to monitor learning;
e. 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; and
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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;
b. Manages individual and class behaviors through a well-planned management system;
c. Conveys high expectations to all students;
d. Respects students' cultural, linguistic and family background;
e. Models clear, acceptable oral and written communication skills;
f. Maintains a climate of openness, inquiry, fairness and support;
g. Integrates current information and communication technologies;
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
c. Identify gaps in students' subject matter knowledge;
d. Modify instruction to respond to preconceptions or misconceptions;
e. Relate and integrate the subject matter with other disciplines and life experiences;
f. Employ higher-order questioning techniques;
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.

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;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

TRAINING

Training is required for school-based administrators and teachers to ensure BrIDGES is implemented on a uniform basis across the District. Four (4) training programs support BrIDGES and the Marzano Observation system. The following table provides the name of each program and participation requirements:

TRAINING PROGRAM
Teacher Observation and Feedback and Instructional Personnel Evaluation System

	SBBC and Charter School Principals	SBBC and Charter Assistant Principals/ Intern Principals	Teacher Leaders (Dept./Grade Chairs/Coaches)	Union Representatives and Stewards
Marzano Leaders of Learning	**R**	**R**	**S**	**S**
Supervision	**R**	**R**	**S**	**S**
iObservation	**R**	**R**	**S**	**S**

Leaders of Learning Domains 2-4	**R**	**R**	**S**	**S**
Building Inter-rater Reliability	**R**	**R**	**S**	**S**

R - Required Training
S - Suggested Training

To introduce the changes instituted by the Student Success Act and Race to the Top, a video was produced and shared with all teachers that provided an overview of the changes in legislation and the new evaluation system in the fall of 2011. A three-day training was conducted for all school based administrators on the new observation system and Domain One of Marzano's model. In addition, a one-day overview training on the Marzano model was conducted for a union steward and principal from every school. At this workshop all aspects of the new evaluation system and observation system were explained and material associated with the program was provided. One teacher leader/coach from each school received a three-day training on the model and received training materials. The training continued into the school year 2011-2012. In the summer of 2012, Domains 2, 3, and 4 were introduced to all Principals/Supervisors via training. Additionally, all Principals/Supervisors were oriented to BrIDGES in August, 2012, to include changes/modifications made to the system over the course of the 2011-12 year.

The evaluation of instructional personnel will be part of the site-based administrator's evaluation. It will be the responsibility of the supervising Director to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system. Additionally, during the first year of implementation, the Evaluation Committee met bi-weekly to discuss the progress of the implementation, and student growth measures and review site-wide results for inter-rater reliability and made corrections/additions to the system as needed.

BrIDGES PROCEDURES FOR CLASSROOM TEACHERS

Required Evaluations

Evaluations will be conducted by the principal, director, his/her designee, and/or another evaluator and is to be used with all members of the instructional bargaining unit. All employees must be oriented to the BrIDGES System each year. Newly hired personnel must be oriented within four (4) weeks of hire date.

Evaluation of Probationary (First Year) Teachers

Evaluation of a probationary employee will be conducted twice in his/her first year of employment in the District. An employee hired on or before November 15th will receive the first evaluation before the end of the first semester. The second evaluation will be completed at the end of the school year. Any employee who is hired after November 15th will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year. Observations, documentation, and conferences completed for these employees supports the completion of the evaluation form required for the BrIDGES.

Evaluation of Annual, Continuing, and Professional Services Contract Teachers
Employees on an Annual, Continuing, or Professional Service Contract will be evaluated once annually. The evaluation conference will be conducted by the principal and/or his/her designee. The conference may include a discussion of all ratings on the evaluation form, observations, a review of student data, and any other evidence included in the process.

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

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

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

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

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

Observations of Probationary Teachers:
Probationary teachers will receive a minimum of two formal observations. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, previous FCAT data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Data chats will be conducted by either a site-based administrator or designee. Probationary teachers will receive feedback on their performance after each formal observation. No modified observation instrument will be used for first year teachers.

Observations of Non-probationary Teachers:
Non-probationary teachers will receive a minimum of one formal, one informal, and one snap shot observation. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, previous FCAT data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback after each formal observation and may receive feedback after all other observations.

BrIDGES PROCEDURES FOR NON-CLASSROOM TEACHERS/INSTRUCTIONAL SUPPORT PERSONNEL

Evaluation of Non-classroom Teachers:
All teachers who do not have direct supervision of students or who are not defined as 'classroom' teachers will use an evaluation instrument designed for their particular needs. This will include, but is not limited to, instructional coaches, psychologists, social workers, and media specialists.

Required Reviews
Review meetings will be conducted by the principal, director, his/her designee, and/or another evaluator and will be used with all members of the instructional bargaining unit. All employees must be oriented to the BrIDGES System each year. Newly hired personnel must be oriented within four (4) weeks of hire date.

Evaluation of Probationary (First Year) Teachers
Evaluation of a probationary employee will be conducted twice in his/her first year of employment in the District. An employee hired on or before November 15th will receive the first evaluation before the end of the first semester. The second evaluation will be completed at the end of the school year. Any employee who is hired after November 15th will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year. Reviews, documentation, and conferences completed for these employees supports the completion of the evaluation form required for the BrIDGES.

Evaluation of Annual, Continuing, and Professional Services Contract Teachers
Employees on an Annual, Continuing, or Professional Service Contract will be evaluated once annually. The evaluation conference will be conducted by the principal and/or his/her designee. The conference may include a discussion of all ratings on the evaluation form, meeting reviews, a review of student data, and any other evidence included in the process.

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

Meeting Reviews: A variety of data collection techniques, based on Dr. Robert Marzano's system, are incorporated into an electronic database. Although review meetings are typically initiated by the principal, designee, or other trained evaluator, the employee may request additional reviews.

Meeting Reviews for Probationary Teachers:
Probationary teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, previous FCAT data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Data chats will be conducted by either a site-based administrator or designee. Probationary teachers will receive feedback on their performance during each meeting review.

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

ALIGNMENT WITH SCHOOL IMPROVEMENT PLAN

As required by state statute, teacher and administrator evaluations are based primarily upon student achievement scores which align with school and District improvement plans. School and District improvement plans are based primarily on student achievement. Instructional practice results will also be used to guide the development of teacher professional development plans, and school and district improvement plans. Evaluation results will be used to decide how personnel are assigned/deployed in the school/district setting to maximize student achievement growth and aligned to the improvement plans.

CONTINUOUS PROFESSIONAL IMPROVEMENT

As indicated in the first BrIDGES Assumption, continuous instructional improvement is an integral piece of the evaluation system. Feedback will be provided to teachers in a variety of ways through observation conferences, during the final evaluation conference, during data reviews, on all observation forms, and on the final evaluation form.

By 2013, a comprehensive plan will be developed and implemented to inform individual professional development by reviewing district-wide evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, we will review the ratings and each domain of the evaluation and use the data to identify weaknesses. Talent Development and the Curriculum Division will use the data to assist in the development of professional learning experiences to target the areas of weakness. This process will begin in 2012-13 after the first evaluation cycle is completed and will continue thereafter. The Evaluation Committee will be used to facilitate this process.

STUDENT GROWTH MEASURES

The assessments will include the state's value-added model for the Florida Alternate Assessment (FAA) and the Algebra I EOC assessment.

Classroom teachers with 100% FCAT students (i.e., Fourth –Tenth)	VAM Student Growth based on FCAT Reading and Mathematics Scores of their assigned students
Classroom teachers with 100% non-FCAT students (i.e., Third)	VAM Student Growth based on FCAT Reading and Mathematics Scores of students in their school

Classroom teachers with combination FCAT and non-FCAT students (i.e., Elementary PE)	Based on FCAT/non-FCAT percentage, the weighted average of VAM scores of their assigned students and VAM scores of students in their school
Non-Classroom teachers	School or District-wide VAM scores based on their work location

End of Course assessments for all non-FCAT subjects and grade levels will be implemented in 2014-2015. The state-adopted student growth measure for courses associated with FCAT will be used to figure the rating for the student growth portion of the teacher evaluation. Growth measures for additional grades and subjects not measured by FCAT will be developed in years 2011-2014 for implementation in 2014-15. The student growth score will be valued at 40% for 2011-12 and 2012-13 and Professional Practice scores will be valued at 60% of the evaluation for 2011-12 and 2012-13, and will then be combined to form the total evaluation score. Teachers will be evaluated per the following percentages:

	2011-12	2012-13	2013-14	2014-15
All Teachers	60% Pro. Practice 40% Stu. Growth	60% Pro. Practice 40% Stu. Growth	50% Pro. Practice 50% Stu. Growth	50% Pro. Practice 50% Stu. Growth

ADDITIONAL METRIC

In addition to administrative observations and student performance data, Marzano's Deliberate Practice score will be used as an additional metric. The additional metric will be used for all instructional personnel. The additional metric will be implemented by the 2013-14 school year.

EVALUATION RATINGS

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

1. Three (3) years of student learning growth data, if available, for students assigned to employee classrooms, specific schools, or district-wide. Or, learning growth may be based on a combination of student learning growth data and other measureable student outcomes that are specific to assigned instructional positions and meet the statutory requirements. The district complies with guidelines as provided by the Florida Department of Education and factors in student learning performance as required and shown below.

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

    1. Classroom Strategies and Behaviors (41)
    2. Planning and Preparation (8)

3. Reflecting on Teaching (5)
4. Collegiality and Professionalism (6)

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

Determining Employee BrIDGES Ratings
Employee ratings are determined by a multiple step process in the specific order listed below. The Instructional Practice Rating is comprised of the status score.

The Status Score addresses overall proficiency as it relates the BrIDGES overall. It reflects the continued use of key strategies already mastered by the employee. The Status Score accounts for 60 percent of the Overall rating.

Rating Key Strategies
Each observed key strategy is individually rated as a part of the conference/observation/summative evaluation process. Key strategies not observed during this process are not rated individually nor do they impact the summative evaluation rating. The rating for each key strategy is determined by the evidence collected by the evaluator from all available and appropriate sources as defined on long form observations, in BrIDGES evaluation guides, and otherwise provided for in this agreement.

In accordance with the Student Success Act, the key strategies are rated as:
Highly Effective - Collected evidence supports this rating when the employee exceeds the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at four (4) points.
Effective – Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at three (3) points.
Needs Improvement – Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area on an inconsistent basis (less than 60 percent of the time). This rating is valued at two (2) points.
Unsatisfactory – Collected evidence supports this rating when the employee regularly fails to implement the professional practice or regularly uses it incorrectly in the observed area. This rating is valued at one (1) point.

Determining Status Scores, the Final Proficiency Rating, and Final BrIDGES Rating for Classroom Teachers:

The following six step process is used to determine an employee rating for the summative evaluation process.

Step 1: The evaluator rates each of the observed key strategies in each domain. There are four domains and a total of sixty elements. In year one, Domain 1: Classroom Strategies and Behaviors, will be implemented. Domains 2, 3, and 4 will be implemented in the second year of BrIDGES. The ratings for each element are valued as follows: Highly Effective – 4, Effective – 3, Needs Improvement – 2, and Unsatisfactory – 1 as defined above.

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

Step 3: For each domain, determine the percentage of the total each level represents. In year one, Domain 1 accounted for 100%. In 2012-13, the Domains will be weighted as follows:

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

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

Status Score	Rating Scale:
Highly Effective	**3.400 – 4.000**
Effective	**2.450 – 3.399**
Needs Improvement	**1.450 – 2.449**
Unsatisfactory	**1.000 – 1.449**

Step 5: The Final Proficiency Rating combines with the appropriately identified, measured, and weighted student learning growth. For the 2011-12 school year, the student growth rating was determined by using the Value-Added Model data provided by the State. The points (score) were determined based on how many students met or exceeded their expected score. In 2012-13, the State will be providing the cut points for the Student Growth's performance categories (Highly Effective, Effective, Needs Improvement, Unsatisfactory). Once these are identified, the Student Growth rating will be converted to the following scale:

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

In both 2011-12 and 2012-13, the student growth rating accounts for 40% of the evaluation and will be combined with the instructional practice portion (60%) to determine a final rating.

Step 6: The Instructional Practice and Student Growth scores will then be weighted appropriately (60/40) and the final rating will be determined by the following overall scale:

Overall Score	Overall Rating Scale:
Highly Effective	**3.400 – 4.000**
Effective	**2.450 – 3.399**
Needs Improvement	**1.450 – 2.449**
Unsatisfactory	**1.000 – 1.449**

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

be combined with the Instructional Practice score to create a final evaluation rating. A conference will take place in the fall of the subsequent school year to share this rating.

Determining Status Scores, the Final Proficiency Rating, and Final BrIDGES **Rating for Non-Classroom Teachers/Instructional Support Facilitators:**

The following six step process is used to determine an employee rating for the summative evaluation process.

Step 1: The evaluator rates each of the elements noted within each domain. There are four domains and a total of sixty elements. There are forty elements within four domains; Domain 1 - Instructional Support, Strategies and Behaviors, Domain 2 – Planning and Preparing, Domain 3 – Reflecting on Teaching, and Domain 4 – Collegiality and Professionalism.

Step 2: The applicable evidence is compiled for each noted key strategy at each level (Highly Effective, Effective, etc.) for each of the four domains.

Step 3: For each domain, determine the percentage of the total each level represents. For the beginning of year one of this instrument, Domains 1 through 4 will account for 100%. Work-groups will begin to develop specific indicators based on Non-classroom/Instructional Support Facilitator job descriptions in an effort to add specific elements to this instrument at a future date.

Step 4: Determine Instructional Practice Score.

Instructional Practice Rating	**Rating Scale:**
Highly Effective	**3.400 – 4.000**
Effective	**2.450 – 3.399**
Needs Improvement	**1.450 – 2.449**
Unsatisfactory	**1.000 – 1.449**

Step 5: The Final Proficiency Rating combines with the appropriately identified, measured, and weighted student learning growth. For the 2011-12 school year, the student growth rating was determined by using the Value-Added Model data provided by the State. The points (score) were determined based on how many students met or exceeded their expected score. In 2012-13, the same methodology will be used (Highly Effective, Effective, Needs Improvement, Unsatisfactory). Once these are identified, the Student Growth rating will be converted to the following scale:

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

In both 2011-12 and 2012-13, the student growth rating accounts for 40% of the evaluation and will be combined with the instructional practice portion (60%) to determine a final rating.

Step 6: The Instructional Practice and Student Growth scores will then be weighted appropriately (60/40) and the final rating will be determined by the following overall scale:

Overall Score	Overall Rating Scale:
Highly Effective	**3.400 – 4.000**
Effective	**2.450 – 3.399**
Needs Improvement	**1.450 – 2.449**
Unsatisfactory	**1.000 – 1.449**

All classroom observations and data discussions must be conducted at the end of the evaluation period for all teachers. In an end of year, interim evaluation conference, the Principal/Designee will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The Status Score sheet is discussed in detail with a full explanation of the rating. When student growth scores become available, they will be combined with the Instructional Practice score to create a final evaluation rating. A conference will take place in the fall of the subsequent school year to share this rating.

ATTACHMENT A: MARZANO'S OBSERVATION FORMS (CLASSROOM TEACHERS)

SHORT FORM

SNAPSHOT FORM

LONG FORM

SHORT FORM

Art and Science of Teaching Observation and Feedback Protocol
Short Form - Lesson Segments Involving Routine Events

iObservation. a division of Learning Sciences International — ADVANCING PROFESSIONAL GROWTH

Teacher's Name (Please Print) / Teacher's Signature — Date

Observer's Name (Please Print) / Observer's Signature — Time Started (AM PM) — Time Ended (AM PM)

LESSON SEGMENTS INVOLVING ROUTINE EVENTS

LEARNING GOALS & FEEDBACK

1. **Providing clear learning goals and scales to measure those goals** (e.g., provide or remind students about a specific learning goal) — I A D B NU

2. **Tracking student progress** (e.g., use formative assessments to help students chart individual/group progress on a learning goal) — I A D B NU

3. **Celebrating student success** (e.g., help students acknowledge and celebrate current status on a learning goal as well as knowledge gain) — I A D B NU

RULES & PROCEDURES

4. **Establishing classroom routines** (e.g., remind students of rules/procedures or establishes new rules/procedures) — I A D B NU

5. **Organizing the physical layout of the classroom for learning** (e.g., organize materials/traffic patterns/ displays to enhance learning) — I A D B NU

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Reorder at **www.iObservation.com**

Art and Science of Teaching Observation and Feedback Protocol
Short Form - Lesson Segments Addressing Content

iObservation. a division of Learning Sciences International — ADVANCING PROFESSIONAL GROWTH

Teacher's Name (Please Print) / Teacher's Signature — Date

Observer's Name (Please Print) / Observer's Signature — Time Started: ____:____ AM PM — Time Ended: ____:____ AM PM

LESSON SEGMENTS ADDRESSING CONTENT

INTERACTING WITH NEW KNOWLEDGE

1. **Identifying critical information** (e.g., provide cues) I A D B NU
2. **Organizing students to interact with new knowledge** (e.g., organize students into dyads/triads) I A D B NU
3. **Previewing new content** (e.g., use K-W-L, advance organizers, and preview questions strategies) I A D B NU
4. **Chunking content into "digestible bites"** (e.g., present content in small portions tailored to individual students) I A D B NU
5. **Group processing of new information** (e.g., ask students to summarize and clarify what they have experienced) I A D B NU
6. **Elaborating on new information** (e.g., ask questions that require students to make and defend inferences) I A D B NU
7. **Recording and representing knowledge** (e.g., ask students to summarize, take notes, use nonlinguistic representation) I A D B NU
8. **Reflecting on learning** (e.g., ask students to reflect on their understanding or what they are still confused about) I A D B NU
9. **Reviewing content** (e.g., review related content addressed previously) I A D B NU

PRACTICING & DEEPENING KNOWLEDGE

10. **Organizing students to practice and deepen knowledge** (e.g. organize students to review or practice skills) I A D B NU
11. **Using homework** (e.g., use homework for independent practice or to elaborate on information) I A D B NU
12. **Examining similarities and differences** (e.g. engage students in comparing/classifying/creating analogies and metaphors) I A D B NU
13. **Examining errors in reasoning** (e.g., ask students to examine informal fallacies, propaganda, and bias) I A D B NU
14. **Practicing skills, strategies, and processes** (e.g., use massed and distributed practice) I A D B NU
15. **Revising knowledge** (e.g., ask students to revise entries in notebooks to clarify/add to previous information) I A D B NU

GENERATING & TESTING HYPOTHESES

16. **Organizing students for cognitively complex tasks** (e.g., organize students into small groups to facilitate tasks) I A D B NU
17. **Engaging students in cognitively complex tasks involving hypothesis generating and testing** (e.g., engage students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks) I A D B NU
18. **Providing resources and guidance** (e.g., make resources available specific to tasks and help students execute tasks) I A D B NU

Art and Science of Teaching Observation and Feedback Protocol
Short Form - Lesson Segments Enacted On the Spot

iObservation. a division of Learning Sciences International — ADVANCING PROFESSIONAL GROWTH

Teacher's Name (Please Print) / Teacher's Signature — Date

Observer's Name (Please Print) / Observer's Signature — Time Started (AM/PM) — Time Ended (AM/PM)

LESSON SEGMENTS ENACTED ON THE SPOT

STUDENT ENGAGEMENT

1. **Noticing and reacting when students are not engaged** (e.g., scan classroom to monitor student engagement level) I A D B NU
2. **Using academic games** (e.g., adapt popular games to re-engage students and focus their attention on academic content) I A D B NU
3. **Managing response rates during questioning** (e.g., ensure multiple students respond to questions) I A D B NU
4. **Using physical movement** (e.g., require students to move physically) I A D B NU
5. **Maintaining a lively pace** (e.g., slow/quicken pace of instruction in such a way as to enhance engagement) I A D B NU
6. **Demonstrating intensity and enthusiasm** (e.g., use verbal/nonverbal signals to indicate enthusiasm about content) I A D B NU
7. **Using friendly controversy** (e.g., require students to take and defend a position about content) I A D B NU
8. **Providing opportunities for student to talk about themselves** (e.g., allow students to relate content to personal lives) I A D B NU
9. **Presenting unusual or intriguing information** (e.g., provide/encourage identification of intriguing information about content) I A D B NU

ADHERENCE TO RULES & PROCEDURES

10. **Demonstrating "withitness"** (e.g., aware of variations in student behavior and attend to potential disruptions) I A D B NU
11. **Applying consequences** (e.g., apply consequences to lack of adherence to rules/procedures consistently and fairly) I A D B NU
12. **Acknowledging adherence to rules and procedures** (e.g., acknowledge consistently and fairly) I A D B NU

TEACHER/STUDENT RELATIONSHIPS

13. **Understanding students' interests and backgrounds** (e.g., seek out knowledge about students to engage them) I A D B NU
14. **Using verbal and nonverbal behaviors that indicate affection for students** (e.g., use humor and friendly banter appropriately) I A D B NU
15. **Displaying objectivity and control** (e.g., behave in ways that indicate s/he does not take infractions personally) I A D B NU

HIGH EXPECTATIONS

16. **Demonstrating value and respect for low expectancy students** (e.g., demonstrate the same positive affective tone with low as well as high expectancy students) I A D B NU
17. **Asking questions of low expectancy students** (e.g., ask questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students) I A D B NU
18. **Probing incorrect answers with low expectancy students** (e.g., inquire into incorrect answers with the same depth and rigor as with high expectancy students) I A D B NU

SNAPSHOT FORM

Art and Science of Teaching Observation and Feedback Protocol
Snapshot Form

iObservation.
a division of Learning Sciences International
ADVANCING PROFESSIONAL GROWTH

_____ / _____ _____
Teacher's Name (Please Print) Teacher's Signature Date

_____ / _____ _____:_____ AM PM _____:_____ AM PM
Observer's Name (Please Print) Observer's Signature Time Started Time Ended

SNAPSHOT FORM

ROUTINE EVENTS

1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

2. What is the teacher doing to establish or maintain classroom rules and procedures?

ADDRESSING CONTENT

1. What is the teacher doing to help students effectively interact with new knowledge?

2. What is the teacher doing to help students practice and deepen their understanding of new knowledge?

3. What is the teacher doing to help students generate and test hypotheses about new knowledge?

ENACTED ON THE SPOT

1. What is the teacher doing to engage students?

2. What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

3. What is the teacher doing to establish and maintain effective relationships with students?

4. What is the teacher doing to communicate high expectations for all students?

Lesson Segments Involving Routine Events

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

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- ❒ Teacher has a learning goal posted so that all students can see it
- ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ❒ Teacher makes reference to the learning goal throughout the lesson
- ❒ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ❒ Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- ❒ When asked, students can explain the learning goal for the lesson
- ❒ When asked, students can explain how their current activities relate to the learning goal
- ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: *(choose one)*

❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

2. Tracking Student Progress

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

Teacher Evidence

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

Student Evidence

- ❒ When asked, students can describe their status relative to the learning goal using the scale or rubric
- ❒ Students systematically update their status on the learning goal

Scale Levels: *(choose one)*

❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

3. Celebrating Success

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

Teacher Evidence

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

Student Evidence

- ❒ Student show signs of pride regarding their accomplishments in the class
- ❒ When asked, students say they want to continue to make progress

Scale Levels: *(choose one)*

❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

4. Student Interviews

Student Questions:

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

Marzano Protocol: Lesson Segments Addressing Content

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

1. Identifying Critical Information

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

Teacher Evidence

- ❒ Teacher begins the lesson by explaining why upcoming content is important
- ❒ Teacher tells students to get ready for some important information
- ❒ Teacher cues the importance of upcoming information in some indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement

Student Evidence

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

Scale Levels: *(choose one)*

❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

Scale

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

Reflection Questions

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

2. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence

- ❒ Teacher has established routines for student grouping and student interaction in groups
- ❒ Teacher organizes students into ad hoc groups for the lesson

- Diads
- Triads
- Small groups up to about 5

Student Evidence

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

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

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

Reflection Questions

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

3. Previewing New Content

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

Teacher Evidence

❒ Teacher uses preview question before reading
❒ Teacher uses K-W-L strategy or variation of it
❒ Teacher asks or reminds students what they already know about the topic
❒ Teacher provides an advanced organizer
- Outline
- Graphic organizer

❒ Teacher has students brainstorm
❒ Teacher uses anticipation guide
❒ Teacher uses motivational hook/launching activity
- Anecdotes
- Short selection from video

❒ Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence

❒ When asked, students can explain linkages with prior knowledge
❒ When asked, students make predictions about upcoming content
❒ When asked, students can provide a purpose for what they are about to learn

❒ Students actively engage in previewing activities

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

4. Chunking Content into "Digestible Bites"

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

Teacher Evidence

❒ Teacher stops at strategic points in a verbal presentation
❒ While playing a video tape, the teacher turns the tape off at key junctures
❒ While providing a demonstration, the teacher stops at strategic points
❒ While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence

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

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

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

Reflection Questions

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

5. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

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

Student Evidence

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

Scale Levels: *(choose one)*

❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

			students' understanding?		

6. Elaborating on New Information

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

Teacher Evidence
- ❒ Teacher asks explicit questions that require students to make elaborative inferences about the content
- ❒ Teacher asks students to explain and defend their inferences
- ❒ Teacher presents situations or problems that require inferences

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

Scale Levels: *(choose one)*

❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

Scale

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

Reflection Questions

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

7. Recording and Representing Knowledge

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

Teacher Evidence
- ❒ Teacher asks students to summarize the information they have learned
- ❒ Teacher asks students to generate notes that identify critical information in the content
- ❒ Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs

- Flow charts

❒ Teacher asks students to create mnemonics that organize the content

Student Evidence

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

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

8. Reflecting on Learning

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

Teacher Evidence

❒ Teacher asks students to state or record what they are clear about and what they are confused about
❒ Teacher asks students to state or record how hard they tried
❒ Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence

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

Scale Levels: *(choose one)*

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

Scale

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

Reflection Questions

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

9. Student Interviews

Student Questions:

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

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

1. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

Teacher Evidence

❒ Teacher begins the lesson with a brief review of content
❒ Teacher uses specific strategies to review information

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

Student Evidence

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

Scale Levels: *(choose one)*

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

Scale

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

Reflection Questions

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

2. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence

❒ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
❒ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence

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

- Asking each other questions
- Obtaining feedback from their peers

Scale Levels: *(choose one)*

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

Scale

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

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to	What are you learning about your	How might you adapt and create	In addition to organizing students	How can you organize students	How can you begin to incorporate some

practice and deepen knowledge	students as you adapt and create new strategies?	new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	into groups to practice and deepen their knowledge?	aspect of this strategy in your instruction?

3. Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

Teacher Evidence
- ❒ Teacher communicates a clear purpose for homework
- ❒ Teacher extends an activity that was begun in class to provide students with more time
- ❒ Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

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

Scale Levels: *(choose one)*

❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

Scale

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

Reflection Questions

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

			learning?		

4. Examining Similarities and Differences

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

Teacher Evidence

❒ Teacher engages students in activities that require students to examine similarities and differences between content
- Comparison activities
- Classifying activities
- Analogy activities
- Metaphor activities

❒ Teacher facilitates the use of these activities to help students deepen their understanding of content
- Ask students to summarize what they have learned from the activity
- Ask students to explain how the activity has added to their understanding

Student Evidence

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

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

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

Reflection Questions

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

5. Examining Errors in Reasoning

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

Teacher Evidence

❒ Teacher asks students to examine information for errors or informal fallacies
- Faulty logic
- Attacks
- Weak reference
- Misinformation

❒ Teacher asks students to examine the strength of support presented for a claim
- Statement of a clear claim
- Evidence for the claim presented
- Qualifiers presented showing exceptions to the claim

Student Evidence

❒ When asked, students can describe errors or informal fallacies in information

❒ When asked, students can explain the overall structure of an argument presented to support a claim

❒ Student artifacts indicate that they can identify errors in reasoning.

Scale Levels: *(choose one)*

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

Scale

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

Reflection Questions

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

6. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

❒ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill,

strategy, or process

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

Student Evidence

❒ Students perform the skill, strategy, or process with increased confidence

❒ Students perform the skill, strategy, or process with increased competence

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

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

Reflection Questions

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

7. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence

❒ Teacher asks students to examine previous entries in their academic notebooks or notes

❒ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content

❒ Teacher has students explain how their understanding has changed

Student Evidence

❒ Students make corrections to information previously recorded about content

❒ When asked, students can explain previous errors or misconceptions they had about content

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using

Revising knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

8. Student Interviews

Student Questions:

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

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

1. Organizing Students for Cognitively Complex Tasks

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

Teacher Evidence

- ❒ Teacher establishes the need to generate and test hypotheses
- ❒ Teacher organizes students into groups to generate and test hypotheses

Student Evidence

- ❒ When asked, students describe the importance of generating and testing hypotheses about content
- ❒ When asked, students explain how groups support their learning
- ❒ Students use group activities to help them generate and test hypotheses

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively	Adapts and creates new strategies for unique student	Organizes students into groups to facilitate working	Organizes students into groups to facilitate working	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

complex tasks	needs and situations.	on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	on cognitively complex tasks.		

Reflection Questions

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

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

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Teacher Evidence

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

❒ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence

❒ Students are clearly working on tasks that require them to generate and test hypotheses

❒ When asked, students can explain the hypothesis they are testing

❒ When asked, students can explain whether their hypothesis was confirmed or disconfirmed

❒ Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your instruction?

3. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Teacher Evidence

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

❒ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
❒ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

❒ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
❒ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Scale Levels: *(choose one)*

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

Scale

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

Reflection Questions

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

4. Student Interviews

Student Questions:

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

ATTACHMENT B: CONNECTION OF THE FEAPS TO THE MARZANO OBSERVATION SYSTEM

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1a Aligns instruction with state-adopted standards at the appropriate level	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1b Sequences lessons and concepts to ensure coherence and required prior knowledge	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
1c Designs instruction for students to achieve mastery	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	**Content** C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling			
1d Selects appropriate formative assessments to monitor learning		**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1e 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	**2.3 Planning and Preparing for Special Needs Students**	**Routine Events**	**3.1 Evaluating Personal Performance**	**4.1 Promoting a Positive Environment**
	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	RE 2 Tracking student progress RE 3 Celebrating success	3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units	4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents
		Content C 11 Homework	3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)	**4.2 Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
		Enacted on the Spot EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students	**3.2 Developing a Professional Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan	**4.3 Promoting District and School Development** 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1f Develops learning experiences that requires students to demonstrate a variety of applicable skills and competencies	**2.2 Planning and Preparing for the Use of Materials and Technology**	**Content**		
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		
	2.3 Planning and Preparing for Special Needs Students			
	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling			

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2a Organizes, allocates, and manages the resources of time, space, and attention	**2.1 Planning and Preparing for Lessons and Units**	**Routine Events**		
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		
	2.3 Planning and Preparing for Special Needs Students	**Enacted on the Spot**		
	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	EOS 13 Understanding students' interests and backgrounds EOS 10 Demonstrating "withitness" EOS 15 Displaying objectivity and control		

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2b Manages individual and class behaviors through a well-planned management system		**Routine Events** RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge		
2c Conveys high expectations to all students		**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C 1 Identifying critical information		

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
		Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
2d Respects students' cultural, linguistic and family background		**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C 1 Identifying critical information		

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
		Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
2e Models clear, acceptable oral and written communication skills	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures		

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
		Content C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" **Enacted on the Spot** EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures		
2f Maintains a climate of openness, inquiry, fairness and support		**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
		Content C 1 Identifying critical information **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2g Integrates current information and communication technologies	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2h Adapts the learning environment to accommodate the differing needs and diversity of students	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		**4.2 Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
		Content C 1 Identifying critical information C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen new knowledge C 16 Organizing students for cognitively complex tasks		

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	**Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence and adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2i Utilizes current and emerging assistive technology that enables students to participate in high quality communication interactions and achieve their educational goals	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3a Delivers engaging and challenging lessons	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students**	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures **Content** C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" C 5 Processing new information C 7 Recording and representing knowledge C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks		

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3b Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students		

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3c Identifies gaps in student's subject matter **3d Modifies instructions to respond to preconceptions or misconceptions**		EOS 18 Probing incorrect answers with low expectancy students		
3e Relates and integrates the subject matter with other disciplines and life experiences	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		**4.2 Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	**Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
3f Employs high order questioning techniques		**Content** C 1 Identifying critical information C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge		

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
		Enacted on the Spot EOS 3 Managing response rates EOS 7 Using friendly controversy		
3g Applies varied instructional strategies and resources including appropriate technology to provide comprehensible instruction, and to teach for student understanding	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success **Content** C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3h Adapts the learning environment to accommodate the differing needs and diversity of students	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	**Enacted on the Spot** EOS 13 Understanding students' interests and backgrounds		

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3i Supports and encourages immediate feedback	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures **Content** C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" **Enacted on the Spot** EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures		
3j Utilizes student feedback to monitor instructional needs and to adjust instruction	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	**Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds		

4. Assessment. The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
4a Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures		
	2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	**Content** C 2 Organizing students to interact with new knowledge C 3 Managing response rates C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance		

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	**Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
4b Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
4c Uses a variety of assessment tools to monitor student progress, achievement and learning gains		**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
4d Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	**2.3 Planning and Preparing for Special Needs Students** 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	**Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds		
4e Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s)		**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success **Enacted on the Spot** EOS 3 Managing response rates		
4f Applies technology to organize and integrate assessment information	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1a Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	**2.3 Planning and Preparing for Special Needs Students**	**Routine Events**	**3.1 Evaluating Personal Performance**	**4.1 Promoting a Positive Environment**
	2.3.1 Planning and preparing for the needs of English language learners	RE 2 Tracking student progress RE 3 Celebrating success	3.1.1 Identifying specific areas of pedagogical strength and weakness	4.1.1 Promoting positive interactions with colleagues
	2.3.2 Planning and preparing for the needs of special education students	**Content**	3.1.2 Evaluating the effectiveness of individual lessons and units	4.1.2 Promoting positive interactions with students and parents
	2.3.3 Planning and preparing for the needs of students who come from	C 11 Homework	3.1.3 Evaluating the effectiveness of specific pedagogical strategies and	**4.2 Promoting Exchange of Ideas and Strategies**
	home environments that offer little support for schooling	**Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students	behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)	4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
			3.2 Developing a Professional Growth Plan	**4.3 Promoting District and School Development**
			3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan	4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1b Examines and uses data-informed research to improve instruction and student achievement				
1c Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement				
1d Engages in targeted professional growth opportunities and reflective practices				
1e Implements knowledge and skills learned in professional development in the teaching and learning process				

PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2a Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida		**Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students		**4.1 Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents **4.3 Promoting District and School Development** 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives

ATTACHMENT C: MARZANO'S FORMS
NON-CLASSROOM TEACHERS/INSTRUCTIONAL SUPPORT PERSSONEL

LONG FORM

Instructional Support Member Evaluation Form (Licensed Non-Classroom Personnel)

Domain 1: Instructional Support Strategies and Behaviors

Establishing and Communicating Learning Goals Aligned with Teachers and School

10. Providing Clear Learning Goals and Scales (Rubrics)

The instructional support member provides clearly stated learning goals based on area of responsibility and aligns with teacher and school goals.

Instructional Support Member Evidence
❒ Instructional support member established a defined work plan aligned with teachers and school instructional goals
❒ Instructional support member communicates work plan to students, teachers, and administrators
❒ Instructional support member monitors progress of learning goals throughout the school year
❒ Instructional support member makes references to the learning goals throughout the year

Student/Adult Evidence
❒ When asked, students, teachers, and administrators can explain the instructional support member goals and relate them to the learning goals
❒ When asked, students, teachers, and administrators can explain how instructional support member activities relate to the learning goals
❒ When asked, students, teachers, and administrators can explain the meaning of the levels of performance related to learning goals

Scale Levels: *(choose one)*
□ Innovating □ Applying □ Developing □ Beginning □ Not Using □ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides clearly stated learning goals accompanied by a scale that describes levels of performance and monitors understanding and levels of performance of the learning goal.	Provides clearly stated learning goals accompanied by a scale that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address unique student needs and situations?	In addition to providing clearly stated learning goals accompanied by a scale or rubric that describes levels of performance, how can you monitor students', teachers', and administrators' understanding of the learning goal and the levels of performance?	How can you provide clearly stated learning goals accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into daily areas of Instructional responsibility?

11. Tracking Student Progress

The instructional support member facilitates tracking of student progress on student learning goals.

Instructional Support Member Evidence

❒ Instructional support member regularly tracks progress of student learning goals

❒ Instructional support member is responsive to teachers in tracking progress of student learning goals

❒ Instructional support member actively consults with teachers to find an optimal approach to ensure student progress

❒ Instructional support member ensures that students have full access to school offerings and services

❒Instructional support member keeps updated records (ie. data wall, data notebook, etc.) that validates tracking progress of student learning goals

Student/Adult Evidence

❒ When asked, students, teachers, and administrators can describe their individual or collective status relative to the learning goals

❒ Students, teachers, and administrators systematically update their status on learning goals

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress and monitors the extent to which students, teachers and administrators understand the level of performance.	Facilitates tracking of student progress.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

12. Celebrating Success

The instructional support member provides students with recognition of their current status and their learning goal.

Instructional Support Member Evidence

❒ Instructional support member acknowledges and celebrates students who have made gains or achieved the learning goals

❒ Instructional support member uses a variety of methods to celebrate students', teachers', or school success

❒ Instructional support member acknowledges and celebrates the final status and progress of students, entire grade levels or sub-groups, or school

❒ Instructional support member acknowledges and celebrates teachers successfully supporting student learning goals

Student/Adult Evidence

❒ Students or teachers show signs of pride regarding their accomplishments in a class or school goal

❒ When asked, students say they want to continue to make progress in class and school goals

❒ When asked, teachers say they want to continue to set class goals or individual goals with their students

Scale Levels: *(choose one)*

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

- What learning goals are you and the instructional support member focused on this year?
- How well are you doing on that learning goal?
- Describe the different levels you can attain on the learning goal(s).

13. Providing Opportunities for Students to Talk about Themselves

The instructional support member provides students or teachers with opportunities to relate what is being addressed in class, school, or PLCs in the case of adult learning to their personal interests.

Instructional Support Member Evidence

❒ Instructional support member is aware of student or teacher interests and makes connections between these interests and class content and educational goals

❒ Instructional support member structures activities and discussions that ask students or teachers to make connections between schooling and their personal interests

❒ When students or teachers are explaining how content relates to their personal interests, the instructional support member appears encouraging and interested

Student/Adult Evidence

❒ Students or teachers engage in activities that require them to make connections between their personal interests and subject content

❒ When asked, students or teachers explain how making connections between subject content and their personal interests engages them and helps them better understand the content

Scale Levels: *(choose one)*

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

Scale

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

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	What are you learning about your students or teachers as you adapt and create new strategies?	How might you adapt and create new techniques for providing students or teachers with opportunities to relate what is being addressed	In addition to providing students or teachers with opportunities to relate what is being addressed in classes to their personal	How can you provide students or teachers with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

		in classes to their personal interests that address unique student needs and situations?	interests, how can you monitor the extent to which these activities enhance student engagement?		

14. Demonstrating "Withitness"

The instructional support member uses behaviors associated with "withitness" to maintain adherence to rules, procedures, and school culture.

Instructional Support Member Evidence
❒ Instructional support member is accessible to students, teachers, and parents
❒ Instructional support member establishes healthy professional relationships with teachers, administrators, and parents
❒ Instructional support member recognizes potential sources of disruption to classrooms and the entire school and deals with them immediately
❒ Instructional support member proactively addresses inflammatory situations

Student/Adult Evidence
❒ Students recognize that the instructional support member is aware of their behavior as well as the climate of the school
❒ When asked, students, parents, or teachers describe the instructional support member as "aware of what is going on" or students describe the instructional support member as one who "has eyes on the back of his/her head"

Scale Levels: *(choose one)*
 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with "withitness" and monitors the effect on student behavior and school climate.	Uses behaviors associated with "withitness".	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

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

15. Acknowledging Adherence to Rules and Procedures

The instructional support member consistently and fairly acknowledges adherence to rules and procedures.

Instructional Support Member Evidence

❒ Instructional support member provides nonverbal signals that a rule or procedure has been followed:
- Smile
- Nod of head
- High Five

❒ Instructional support member gives verbal cues that a rule or procedure has been followed:
- Thanks students or staff members for following a rule or procedure
- Describes student behaviors or staff behaviors that adhere to rule or procedure

❒ Instructional support member notifies the home when a rule or procedure has been followed

❒ Instructional support member uses tangible recognition when a rule or procedure has been followed:
- Certificate of merit
- Token economies

Student/Adult Evidence

❒ Students or staff members appear appreciative of the instructional support member acknowledging their positive behavior
❒ When asked, students or staff members describe instructional support member as appreciative of their good behavior
❒ The number of students or staff members adhering to rules and procedures increases

Scale Levels: *(choose one)*

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

Scale

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

Reflection Questions

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

Student/Adult Interviews

Student/Adult Questions:

- How well did you do at following school rules and procedures during the school day?
- What are some ways that the instructional support member assists teachers and administrators to maintain order?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

16. Understanding Students' Interests and Background

The instructional support member uses students' or teachers'/staff's interests and background to produce a climate of acceptance and community.

Instructional Support Member Evidence
❒ Instructional support member has side discussions with students or teachers/staff about events in their lives
❒ Instructional support member has discussions with students or teachers/staff about topics in which they are interested
❒ Instructional support member builds student interests or teachers/staff into the interactions and learning goals

Student/Adult Evidence
❒ When asked, students or teachers/staff describe the instructional support member as someone who knows them and/or is interested in them
❒ Students or teachers/staff respond when instructional support member demonstrates understanding of their interests and background
❒ When asked, students or teachers/staff say they feel accepted

Scale Levels: *(choose one)*
□ Innovating □ Applying □ Developing □ Beginning □ Not Using □ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' or teachers'/staff's interests and background during interactions with students or teachers/staff and monitors the sense of community.	Uses students' or teachers'/staff's interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	What are you learning about your students or teachers/staff as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' or teachers'/staff's interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' or teachers'/staff's interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed with the student and throughout the school?	How can you use students' or teachers'/staff's interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

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

When appropriate, the instructional support member uses verbal and nonverbal behavior that indicates caring for students or teachers/staff .

Instructional Support Member Evidence
❒ Instructional support member compliments students or teachers/staff regarding academic and personal accomplishments
❒ Instructional support member engages in informal conversations with students or teachers/staff that are not related to academics
❒ Instructional support member uses humor with students or teachers/staff when appropriate
❒ Instructional support member smiles, nods, (etc.) at students or teachers/staff when appropriate
❒ Instructional support member puts hand on students' or teachers'/staff's shoulders when appropriate

Student/Adult Evidence
❒ When asked, students or teachers/staff describe instructional support member as someone who cares for them
❒ Students or teachers/staff respond to instructional support member's verbal interactions
❒ Students or teachers/staff respond to instructional support member's nonverbal interactions

Scale Levels: *(choose one)*
❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student or teachers/staff needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students or teachers/staff and monitors the quality of relationships during all interaction.	Uses verbal and nonverbal behaviors that indicate caring for students or teachers/staff.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	What are you learning about your students or teachers/staff as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students or teachers/staff that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students or teachers/staff, how can you monitor the quality of relationships when interacting with students?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

18. Displaying Objectivity and Control

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

Instructional Support Member Evidence

❒ Instructional support member does not exhibit extremes in positive or negative emotions

❒ Instructional support member addresses inflammatory issues and events in a calm and controlled manner

❒ Instructional support member interacts with all students or teachers/staff in the same calm and controlled fashion

❒ Instructional support member does not demonstrate personal offense at student misbehavior

Student/Adult Evidence

❒ Students or teachers/staff are settled by the instructional support member's calm demeanor

❒ When asked, the students or teachers/staff describe the instructional support member as in control of himself/herself and in control of all situations

❒ When asked, students or teachers/staff say that the instructional support member does not hold grudges or take things personally

Scale Levels: *(choose one)*

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

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student or teachers/staff needs and situations.	Behaves in an objective and controlled manner and monitors the effect of all interaction with students or teachers/staff and adults.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your students or teachers/staff as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student or teachers/staff needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on students or teachers/staff and adults?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

Student/Adult Interviews

Student/Adult Questions:

- How much did you feel accepted and welcomed by the instructional support member today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

19. Demonstrating Value and Respect for Low Expectancy Students

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

Instructional Support Member Evidence

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

❒ The instructional support member provides low expectancy students with nonverbal indications that they are valued and respected:

- Makes eye contact
- Smiles
- Makes appropriate physical contact

❒ The instructional support member proves low expectancy students with verbal indications that they are valued and respected:

- Playful dialogue
- Addressing students in a manner they view as respectful

❒ Instructional support member does not allow negative comments about low expectancy students

Student/Adult Evidence

❒ When asked, students and adults say that the instructional support member cares for all students

❒ Students treat each other with respect

Scale Levels: *(choose one)*

❒ Innovating ❒ Applying ❒ Developing ❒ Beginning ❒ Not Using ❒ Not Applicable

Scale

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

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

		students that address unique student needs and situations?	impact on low expectancy students?		

20. Asking Questions of Low Expectancy Students

The instructional support member spends quality time asking questions of low expectancy students with the same frequency and depth as with high expectancy students.

Instructional Support Member Evidence

❒ Instructional support member makes sure quality time is spent and questions asked of low expectancy students at the same rate as high expectancy students

❒ Instructional support member makes sure low expectancy students are asked complex questions, as well as follow-up quality time, at the same rate as high expectancy students

Student/Adult Evidence

❒ When asked, students and teachers say the instructional support member expects everyone to be engaged and participate

❒ When asked, students say the instructional support member asks difficult questions and challenges every student

Scale Levels: *(choose one)*

 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

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

Reflection Questions

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

Domain 2: Planning and Preparing

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

Planning and Preparing for Implementation of Goals and Objectives

21. Effective Goal Setting and Scaffolding of Objectives

Within goals, the instructional support member prepares and plans the organization of content and activities in such a way that each new objective builds on the previous piece.

Planning Evidence
❒ Objectives are organized to build upon previous information and accomplishments
❒ Presentation of goals and objectives is logical and progresses from simple to complex
❒ Where appropriate, presentation of objectives is integrated with other areas of the school
❒ The plan anticipates potential confusions or misunderstandings that students may experience

Instructional Support Member Evidence
❒ When asked, the instructional support member can describe the rationale for how goals and objectives are organized within a plan-of-work
❒ When asked, the instructional support member can describe the rationale for the sequence of objectives within a plan-of-work
❒ When asked, the instructional support member can describe how objectives are related to previous objectives or goals
❒ When asked, the instructional support member can describe possible confusions that may impact objectives or goals

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Effective goal setting and scaffolding of objectives	The instructional support member is a recognized leader in helping others with activity.	Within instructional activities, the instructional support member organizes objectives and goals in such a way that each new piece of information clearly builds on the previous piece.	The instructional support member scaffolds the objectives, but the relationship between the objectives and goals is not clear.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

22. Lessons within Instructional Activities

The instructional support member's instructional activities progress toward a deep understanding of content.

Planning Evidence
❒ Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
❒ Plans incorporate student or participants choice and initiative
❒ Plans provide for extension of learning

Instructional Support Member Evidence
❒ When asked, the instructional support member can describe how instructional activities progress toward deep understanding and transfer of content

❒ When asked, the instructional support member can describe how students or participants will make choices and take initiative
❒ When asked, the instructional support member can describe how learning will be extended

Scale

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

23. Attention to Established Content Standards

The instructional support member ensures that content and instructional activities are aligned with established instructional standards identified by the district and the manner in which that content should be sequenced.

Planning Evidence
❒ Plans for instructional activities include important instructional standards identified by the district (scope)
❒ Plans for instructional activities include the appropriate manner in which materials should be taught as identified by the district (sequence)

Instructional Support Member Evidence
❒ When asked, the instructional support member can identify or reference the important content (scope) identified by the district
❒ When asked, the instructional support member can describe the sequence of the content to be taught as identified by the district

Scale

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

Planning and Preparing for Use of Resources and Technology

24. Use of Available Traditional Resources

The instructional support member identifies the available traditional resources (materials and human) for instructional activities.

Planning Evidence
❒ The plan outlines resources within the immediate work environment that will be used to enhance students' or participant's understanding of the content
❒ The plan outlines resources within the school that will be used enhance students' or participant's understanding of the content
❒ The plan outlines resources within the community that will be used to enhance students' or participant's understanding of the content

Instructional Support Member Evidence
❒ When asked, the instructional support member can describe the resources within the immediate work environment that will be used to enhance students' or participant's understanding of the content
❒ When asked, the instructional support member can describe resources within the school that will be used to enhance students' or participant's understanding of the content
❒ When asked, the instructional support member can describe resources within the community that will be used to enhance students' or participant's understanding of the content

Scale

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

25. Use of Available Technology

The instructional support member identifies the use of available technology that can enhance students' or participants' understanding of content in an instructional activity.

Planning Evidence
❒ The plan identifies available technology that will be used:
- Interactive whiteboards
- Response systems
- Voting technologies
- One-to-one computers
- Social networking sites
- Blogs
- Wikis
- Discussion Boards

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

Instructional Support Member Evidence

❒ When asked, the instructional support member can describe the technology that will be used
❒ When asked, the instructional support member can articulate how the technology will be used to enhance student or participant learning

Scale

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

Planning and Preparing for the Needs of English Language Learners

26. Needs of English Language Learners

The instructional support member provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within an instructional activity.

Planning Evidence
❒ The plan identifies the accommodations that must be made for individual ELL students or groups within an instructional activity
❒ The plan identifies the adaptations that must be made for individual ELL students or groups within an instructional activity

Instructional Support Member Evidence
❒ When asked, the instructional support member can describe the accommodations that must be made for individual ELL students or groups of students within an instructional activity
❒ When asked, the instructional support member can describe the adaptations that must be made for individual ELL students or groups of students within an instructional activity

Scale

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

Planning and Preparing for Needs of Students Receiving Special Education

27. Needs of Students Receiving Special Education

The instructional support member identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.

Planning Evidence
❒ The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for an instructional activity
❒ The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for an instructional activity

Instructional Support Member Evidence
❒ When asked, the instructional support member can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for an instructional activity
❒ When asked, the instructional support member can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for an instructional activity

Scale

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

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

28. Needs of Students Who Lack Support for Schooling

The instructional support member identifies the needs of students who come from home environments that offer little support for schooling.

Planning Evidence
❒ The plan provides for the needs of students who come from home environments that offer little support for schooling
❒ When engaging students, the instructional support member takes into consideration the students' family resources
❒ When communicating with the home, the instructional support member takes into consideration family and language resources

Instructional Support Member Evidence
❒ When asked, the instructional support member can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
❒ When asked, the instructional support member can articulate the ways in which the students' family resources will be addressed when working with students

❒ When asked, the instructional support member can articulate the ways in which communication with the home will take into consideration family and language resources

Scale

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

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

29. Identifying Areas of Pedagogical Strength and Weakness

The instructional support member identifies specific strategies and behaviors on which to improve from Domain 1.

Instructional Support Member Evidence
❒ The instructional support member identifies specific areas of strengths and weaknesses within Domain 1
❒ The instructional support member keeps track of specifically identified focus areas for improvement within Domain 1
❒ The instructional support member identifies and keeps track of specific areas identified based on individual interest within Domain 1
❒ When asked, the instructional support member can describe how specific areas for improvement are identified within Domain 1

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying areas of pedagogical strength and weakness	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member identifies specific strategies and behaviors on which to improve from routine instructional segments, to segments that are enacted on the spot.	The instructional support member identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

30. Evaluating the Effectiveness of Instruction

The instructional support member determines how effective an instructional activity was in terms of enhancing student achievement and identifies causes of success or difficulty.

Instructional Support Member Evidence

❒ The instructional support member gathers and keeps records of his or her evaluations of individual instructional activities
❒ When asked, the instructional support member can explain the strengths and weaknesses of specific instructional activities
❒ When asked, the instructional support member can explain the alignment of the assessment tasks and the learning goals
❒ When asked, the instructional support member can explain how the assessment tasks help track student or teacher progress toward the learning goals

Scale

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

31. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The instructional support member determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Instructional Support Member Evidence
❒ The instructional support member gathers and keeps evidence of the effects of specific educational strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
❒ The instructional support member provides a written analysis of specific causes of success or difficulty
❒ When asked, the instructional support member can explain the differential effects of specific educational strategies and behaviors on specific categories of students

Scale

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

Developing and Implementing a Professional Growth Plan

32. Developing a Written Growth and Development Plan

The instructional support member develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources.

Instructional Support Member Evidence
❒ The instructional support member constructs a growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
❒ When asked, the instructional support member can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources

Scale

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

33. Monitoring Progress Relative to the Professional Growth and Development Plan

The instructional support member charts his or her progress toward goals using established action plans, milestones, and timelines.

Instructional Support Member Evidence
❒ The instructional support member constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self, and observer feedback)
❒ When asked, the instructional support member can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self, and observer feedback)

Scale

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

		needed.	needed.		

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

34. Promoting Positive Interactions with Colleagues

The instructional support member interacts with other teachers in a positive manner to promote and support student learning.

Instructional Support Member Evidence
❒ The instructional support member works cooperatively with appropriate school member to address issues that impact student learning
❒ The instructional support member establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
❒ The instructional support member accesses available expertise and resources to support students' learning needs
❒ When asked, the instructional support member can describe situations in which he or she interacts positively with colleagues to promote and support student learning
❒ When asked, the instructional support member can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

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

35. Promoting Positive Interactions with Students and Parents

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

Instructional Support Member Evidence
❒ The instructional support member fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
❒ The instructional support member ensures consistent and timely communication with parents regarding student expectations, progress, and/or concerns
❒ The instructional support member encourages parent involvement in classroom and school activities
❒ The instructional support member demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families
❒ The instructional support member uses multiple means and modalities to communicate with families
❒ The instructional support member responds to requests for support, assistance, and/or clarification promptly

❒ The instructional support member respects and maintains confidentiality of student/family information
❒ When asked, the instructional support member can describe instances when he or she interacted positively with students and parents
❒ When asked, students and parents can describe how the instructional support member interacted positively with them
❒ When asked, the instructional support member can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

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

Promoting Exchange of Ideas and Strategies

36. Seeking Mentorship for Areas of Need or Interest

The instructional support member seeks help and input from colleagues regarding specific educational strategies and behaviors**.**

Instructional Support Member Evidence
❒ The instructional support member keeps track of specific situations during which he or she has sought mentorship from others
❒ The instructional support member actively seeks help and input in Professional Learning Community meetings
❒ The instructional support member actively seeks help and input from appropriate school member to address issues that impact instruction and student and school goals
❒ When asked, the instructional support member can describe how he or she seeks input from colleagues regarding issues that impact instruction and student and school goals

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Seeking mentorship for areas of need or interest	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member seeks help and mentorship from colleagues regarding specific educational strategies and behaviors.	The instructional support member seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

37. Mentoring Other Instructional Support Members and Sharing Ideas and Strategies

The instructional support member provides other instructional support members with help and input regarding specific educational strategies and behaviors.

Instructional Support Member Evidence
❒ The instructional support member keeps tracks of specific situations during which he or she mentored other instructional support members
❒ The instructional support member contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
❒ The instructional support member serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
❒ When asked, the instructional support member can describe specific situations in which he or she has mentored colleagues

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Mentoring other teachers and sharing ideas and strategies	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member provides other teachers with help and input regarding educational strategies and behaviors.	The instructional support member provides other instructional support members with help and input regarding educational strategies and behaviors but not at a specific enough level to enhance their pedagogical skill.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Promoting District and School Development

38. Adhering to District and School Rules and Procedures, State Code of Ethics, Professional Standards and Code of Conduct

The instructional support member is aware of and adheres to district and school rules and procedures, state code of ethics, professional standards and code of conduct applicable to the position.

Instructional Support Member Evidence
❒ The instructional support member performs assigned duties
❒ The instructional support member follows policies, regulations, and procedures
❒ The instructional support member maintains accurate records (student progress, completion of assignments, non-instructional records)
❒ The instructional support member fulfills responsibilities in a timely manner
❒ The instructional support member understands legal issues related to students and families
❒ The instructional support member demonstrates personal integrity
❒ The instructional support member keeps track of specific situations in which he or she adheres to rules and procedures
❒ The instructional support member is knowledgeable and adheres to state code of ethics, professional standards and code of conduct applicable to the position

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Adhering to District and School Rules	The instructional support member is a recognized	The instructional support member is aware of district	The instructional support member is aware of district	The instructional support member attempts to	The instructional support member makes no attempt

and Procedures, State Code of Ethics, Professional Standards and Code of Conduct	leader in helping others with this activity.	and school rules and procedures, state code of ethics, professional standards and code of conduct and adheres to them.	and school rules and procedures, state code of ethics, professional standards and code of conduct but does not adhere to all of these rules and procedures.	perform this activity but does not actually complete or follow through with these attempts.	to perform this activity.

39. Participating in District and School Initiatives

The instructional support member is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

Instructional Support Member Evidence
❒ The instructional support member participates in school activities and events as appropriate to support students and families
❒ The instructional support member serves on school and district committees
❒ The instructional support member participates in staff development opportunities
❒ The instructional support member works to achieve school and district improvement goals
❒ The instructional support member keeps tracks of specific situations in which he or she has participated in school or district initiatives
❒ When asked, the instructional support member can describe or show evidence of his/her participation in district and school initiatives

Scale

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

ATTACHMENT D: MARZANO RESEARCH

CONTEMPORARY RESEARCH ON THE SUPERVISION AND EVALUATION OF TEACHERS

Reference List

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Marzano Art and Science of Teaching Teacher Evaluation System

Learning Sciences International

Teacher Name: _____

STATUS SCORE

Directions:

1. Using the Domain Forms, count the number of times each scale level has been recorded
2. Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

3. Adjust weights in gray highlighted cells; must add up to 100%

Category I Teachers (View Scale)	D1	D2	D3	D4	Total
Status Score					
Weight	68%	13%	8%	10%	100%
Weighted Score					
Overall Status Score:	0.00				
Overall Status:					

DELIBERATE PRACTICE SCORE

Directions:

4. Enter *final* scale level of each target Element in *yellow* highlighted cells

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Category I Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score:	0.00
Overall Deliberate Practice:	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category I Instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	0.00	100%	-
Overall deliberate practice score	0.00	0%	-
Final Score:			-
Final Proficiency Level:			

Category I Instructional Practice Score, Year 2	Score	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:			

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ATTACHMENT E:

ATTACHMENT E: VERIFICATION OF STAKEHOLDER COLLABORATION

Race to the Top Teacher and Principal Appraisal Systems Committee Meeting Dates

9/20/10	Full Committee
10/8/10	Full Committee
10/29/10	Full Committee
11/5/10	Full Committee
1/7/11	Full Committee
1/14/11	Full Committee
2/17/11	Sub-Committee (BTU representative and SBBC representative)
2/18/11	Sub-Committee (BTU representative and SBBC representative)
2/24/11	Sub-Committee (BTU representative and SBBC representative)
2/28/11	Consultant Academy
3/1/11	Consultant Academy
3/2/11	Consultant Academy
3/3/11	Sub-Committee (BTU representative and SBBC representative)
3/4/11	Sub-Committee (BTU representative and SBBC representative)
3/22/11	Sub-Committee (BTU representative and SBBC representative)
3/24/11	Sub-Committee (BTU representative and SBBC representative)
3/31/11	Sub-Committee (BTU representative and SBBC representative)
4/4/11	Sub-Committee (BTU representative and SBBC representative)
4/6/11	Sub-Committee Meeting with State Consultant
4/7/11	Sub-Committee Meeting with State Consultant
4/11/11	Sub-Committee (BTU representative and SBBC representative)
4/12/11	Sub-Committee (BTU representative and SBBC representative)
4/13/11	Sub-Committee (BTU representative and SBBC representative)
4/14/11	Sub-Committee (BTU representative and SBBC representative)
4/19/11	Sub-Committee (BTU representative and SBBC representative)
4/25/11	Sub-Committee (BTU representative and SBBC representative)
4/26/11	Sub-Committee Meeting with State Consultant
4/27/11	Sub-Committee (BTU representative and SBBC representative)
5/11/11	Sub-Committee Meeting with State Consultant
Aug.2011-June2012	Weekly Meetings of Sub-Committee

Teacher and Principal Appraisal Systems Committee Members

Dr. Cathy Kirk – Facilitator	Evaluation Coordinator
Heather Parente	Evaluation Coordinator
Vicky Kaufman	Director, Non-instructional Staffing
Diego DeRose	Research and Evaluation
Ken Fulop	Principal, Cross Creek
Maria Tracy	Principal, Sheridan Park Elementary
Gary Izkowitz	Field Representative, Broward Teachers

Lynn Cavall	Field Representative, Broward Teachers
Lisa Maxwell	Exec. Director, Brow. Principals & AP
Krystal Hall Shivers	Teacher, M. L. King Elementary
Cynthia Wilkins	Teacher, Coral Springs Middle
Laurel Johnson	Teacher, Miramar High
Joan Leroy	Teacher, Arthur Ashe Middle
Mindy Siegel	Parent
Dr. Jeanine Gendron	Director, Instructional Technology

DA Work Group
Teacher/Principal
Appraisal Minutes
October 8, 2010

Present at Meeting:

Cathy Kirk
Vicky Kaufman
Shivers Diego DeRose
Laurel Johnson
Maria Tracy
Krystal Hall
Cynthia Wilkins

Context

C. Kirk reviewed the requirements for developing new appraisal instruments for teachers and principals. Hand outs were provided for Florida Statute 1012.34, as well as a comparison chart of requirements for DA, Race to the Top (RTTT), and the School Improvement Grant (SIG).

Objective

C. Kirk shared that the objective of the Work Group is to develop appraisal instruments for teachers, Principals, and Assistant Principals that meet the requirements of statute and the grants.

Review

The Work Group reviewed the current teacher and administrative instruments, as well as instruments from Hillsborough and Calhoun counties. Handouts were provided.

Elements of an Appraisal

The group then charted out all elements that could be part of an appraisal instrument. Those elements included:
Professional Development
Accomplished Practices/Florida Leadership Standards
Ratings
Point values of ratings/ Weight system
Student Achievement indicator/School achievement indicator
Number of appraisals required per year
Frame Factor information

Assignment

Group members are to research and bring back to the group samples of appraisal instruments from other large school districts as well as from researchers in the field who use a value-added system or who have a student achievement component. Those appraisals will be emailed out to all group members before the next meeting.

Next Steps

At the October 22nd meeting, the appraisals collected from other districts will be studied and analyzed. Work will begin on developing appraisals for teachers and school-based administrators.

Note: The following changes were made to future meeting dates:
December 17th changed to December 10th.
January 13 and 27 should be January 14 and
28. All meetings are at 9:00 at HRD.

DA Work Group
Teacher/Principal
Appraisal Minutes
October 29, 2010

Present at Meeting:

Cathy Kirk	Maria Tracy
Vicky Kaufman	Krystal Hall
Shivers Diego DeRose	Cynthia Wilkins
Laurel Johnson	Ken Fulop
Lisa Maxwell	Gary Itzkowitz
Joan Leroy	Kathy Buchko

Objective
C. Kirk shared that the objective of the Work Group is to develop appraisal instruments for teachers, Principals, and Assistant Principals that meet the requirements of statute and the grants.

C. Kirk reviewed the work of October 8th, as well as the research that each committee member was responsible for (reading the various appraisal plans of other school districts). Lisa Maxwell suggested we start with the proposed administrator appraisal instrument since it has already been discussed in other committee meetings. It was explained that the administrator appraisal piece only consisted of the process for figuring Category 7, student achievement. That process was explained by Diego DeRose. Committee members felt the proposal for Category 7 was acceptable and we need only to add the state Leadership Standards to complete the instrument. Vicky Kaufman volunteered to work on a template that incorporated all of the above pieces and will bring it back to the table at the next meeting.

C. Kirk then led the discussion on possible ratings for the teacher appraisal instrument. Much discussion centered around the semantics, as well as how many ratings their should be. G. Itzkowitz felt the ratings should be more than just a word or letter, and encouraged the group to consider what they wanted out of the ratings….such as teacher development. More discussion ensued. The committee agreed that five ratings were preferable, with the most upper tier being split into two separate ratings. Agreement could not be reached on the ratings, but two appraisal systems were discussed more that others as meeting our needs: Hillsborough County and Charlotte-Mecklenburg.

Assignment
Group members are to thoroughly study the Hillsborough County and Charlotte-Mecklenburg plans and return with how we can use those plans to meet our needs.

Next Steps
At the November 8th meeting, Vicky Kaufman will present her template for the administrator appraisal. Also, decisions will be made for the teacher appraisal.

Guiding Questions for Next Meeting:

1. What should a ratings system accomplish on an appraisal instrument? Which ratings would you like to see on our instrument?
2. How do we see the Accomplished Practices being used in the appraisal system? How will other teacher behaviors be captured?
3. What would a point system look like that is equitable for all teachers and still meet the requirements of the state?

Next Meeting: November 8th, HRD, 9:00 Bring your laptop!

DA Work Group
Teacher/Principal Appraisal
Minutes
November 5, 2010

Present at Meeting:

Cathy Kirk	Maria Tracy
Vicky Kaufman	Krystal Hall
Shivers Diego DeRose	Cynthia Wilkins
Laurel Johnson	Ken Fulop
Lisa Maxwell	Joan Leroy

Objective

C. Kirk shared that the objective of the Work Group is to develop appraisal instruments for teachers, Principals, and Assistant Principals that meet the requirements of statute and the grants.

Review

C. Kirk reminded work group members that the objective for the day was to review the Hillsborough and Charlotte-Mecklenburg plans for possible use. She shared that Charlotte-Mecklenburg now uses the State of North Carolina teacher appraisal system. She also reminded everyone that Vicky Kaufman would be sharing a draft template of a principal appraisal based on the input from the last work group meeting.

Today's Charge:

C. Kirk shared that today's focus would be to develop principal and teacher models to present to Gracie Diaz's SIG work group for their input. She also shared that the details would be worked out later, such as rating definitions and Accomplished Practices. The focus today is to get down on paper the 'big picture' concept.

Principal Appraisal

Vicky Kaufman presented a possible instrument for consideration. She used the same format as the existing APPAS instrument, so as to cause less confusion when rolling out the new one. The Categories were changed to reflect the Florida Leadership Standards and the descriptors were taken from state documents. The ratings were changed from three to four, with only numbers being used until details are later decided. Diego DeRose explained that to be in compliance with RTTT, the instrument would need to be 40% state-defined student achievement data (value-added model), 10% SBBC's choice, and 50% performance indicators. The work group indicated that the 10% should be the 'quadrant model" that had been presented earlier. The work group also indicated that should the RTTT grant not be awarded to Broward, that the entire 50% based on student achievement be the quadrant model. The work group was in agreement with the 50, 40, 10 model.

Teacher Appraisal

Discussion took place over whether or not to model the teacher appraisal after the principal appraisal, with the 50, 40, 10 model suggested. The work group agreed that this was workable if the District was to have a chance at receiving RTTT funds. They also shared that should RTTT not be awarded to the District, the 40% based on the state's value added model would need to be changed to 50% to meet statutory requirements. (Diego DeRose felt that

50%, as opposed to 51%, might be acceptable to the state.) The group also liked the idea of maintaining the IPAS categories and descriptors as they now are, since they already meet statutory requirements and teachers are already familiar with them. Additionally, they agreed that adding four ratings, like the principal model, was workable. The group will look at incorporating any Accomplished Practices into the instrument or system if necessary; but must wait for the state to finish revising them.

Next Steps
C. Kirk is going to develop a teacher appraisal instrument that will reflect four ratings. Everything else will remain the same for now. C. Kirk is also going to present the recommendations to the SIG work group on November 17th and seek their input, as they have also been studying various teacher appraisal models. She will report back to the group on November 19th. Vicky Kaufman will refine the principal appraisal instrument and make corrections based on work group feedback. This, too, will be presented to the SIG work group for input.

Next Meeting: November 17 9:00 HRD

DA Work Group
Teacher/Principal
Appraisal Minutes
January 7, 2011

Present at Meeting:

Cathy Kirk	Maria Tracy
Vicky Kaufman	Krystal Hall
Diego DeRose	Cynthia Wilkins
Laurel Johnson	Ken Fulop
Lisa Maxwell	Gary Itzkowitz
Joan Leroy	

Objective
C. Kirk reiterated that the objective of the Work Group is to develop appraisal instruments for teachers, Principals, and Assistant Principals that meet the requirements of statute and the grants.

C. Kirk shared that the work of this Work Group was shared with another Work Group who was working on Pay for Performance. It was the consensus of both groups that the Hillsborough Plan be replicated as closely as possible because it meets statutory and RTTT requirements as well as already being approved by the state.

The Work Group began by looking at the behavioral descriptors on the Hillsborough teacher evaluation. Some of the indicators were eliminated and others were added to or reworded to meet the needs of Broward's teachers. This work will continue with the next meeting on January 14, 2011.

The administrative instrument was also reviewed. Vicky Kaufman reworked the instrument so that the categories reflect the Florida Leadership Standards and the student achievement piece is comprised of a quadrant of choices to reflect student achievement. Lisa Maxwell raised the point that the administrators' instrument should match the teachers' instrument as closely as possible when it comes to percentages/values of behavioral descriptors. The group agreed and Vicky Kaufman will match them up as the teacher instrument is completed.

Next Steps
When all behavioral descriptors have been addressed, the next step will be to address the percentages that each descriptor is worth. As required by law (and grants), student achievement will make up 50% of the teacher's evaluation and 50% will be made up of classroom performance.

Next Meeting: January 14th, HRD, 9:00

ATTACHMENT F: MEMORANDUM OF UNDERSTANDING – SBBC & BTU

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301-3125 • TEL 754-321-2140 • FAX 754-321-2141

THE OFFICE OF EMPLOYEE RELATIONS
www.browardschools.com

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Vice Chair ANN MURRAY

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MAUREEN S. DINNEN
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LAURIE RICH LEVINSON
NORA RUPERT

DONNIE CARTER
Interim Superintendent of Schools

MEMORANDUM OF UNDERSTANDING
BETWEEN THE SCHOOL BOARD OF BROWARD COUNTY
AND THE BROWARD TEACHERS UNION

In an effort to settle the contract for the 2010-2011 school year, the parties agree to the following:

1. No salary increases for the 2010-2011 school year.

2. SBBC will withdraw the impasse declaration on the 2010-2011 contract, and upon ratification and School Board approval of the agreement, the parties can mutually agree to cancel the impasse hearing.

3. The parties will honor the tentative agreements (TAs) reached during the 2010-2011 negotiation sessions.

4. The parties agree to form separate committees to address the following:

   a. Senate Bill 736 (Student Success Act)
   b. The components of Race to the Top (RTTT)
   c. Student Improvement Grant (SIG)
   d. Differentiated Accountability (DA)

   The committee makeup for the above mentioned committees will consist of an equal number from each party including current bargaining unit members and access to other experts in their respective fields. The committee members shall be charged with reviewing issues related to their committees' respective subjects and proposing recommendations for implementing modifications of contract provisions that are required by legislative mandates. The recommendations of the committees shall be returned to the parties for negotiations no later than December 15, 2011. The BTU agrees to enter into a signed agreement for the RTTT and SIG prior to September 15, 2011.

5. The parties mutually agree to conclude the 2010-2011 BTU-EP negotiations with no changes in the contract language. Tentative agreements reached during these negotiations will roll over to the 2011-2012 school year.

6. This Memorandum of Understanding constitutes the full agreement of the parties. The Broward Teachers Union relinquish all claims, past, present and future, pertaining to the issues raised in this specific Memorandum of Understanding.

7. The parties agree to recognize the 2010-2011 bargaining teams and commend them for their hard work:

School Board Management Negotiation Team
Susan Dumala, Chief Negotiator
Dorothy Davis, Co-Chief Negotiator
Chris Bolden
Linda Lopez
Chuck McCanna
Michael Ramirez
Susan Rockelman

BTU-EP Negotiation Team
Dane Ramson, Chief Negotiator
Ralph Eckhardt, Co-Chief Negotiator
James Evans
Annie Feldman
Jillian Harring
Joan Leroy
Ronney Virgillito

Interim Superintendent of Schools	Date	President of BTU	8/22/11 Date
School Board of Broward County, FL	8/22/11 Date	Broward Teachers Union	8/22/11 Date

DWD:jh
8/18/11