



2017-2018

Teacher Evaluation System



Seminole County School District  
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## **1 Performance of Students**

### **Calculation—2017-2018**

The final evaluation rating for 2017-2018 will combine three components for both teachers and newly hired teachers:

--Instructional practice score from annual evaluation	56%
--Deliberate practice score (additional metric)	10%
--Performance of students	34%

As authorized by FS 1012.34(3)(a)1, the final calculation for classroom teachers, newly hired teachers and other instructional personnel with less than three (3) years of available student learning growth data will be adjusted to:

--Instructional practice score from annual evaluation	56%
--Deliberate practice score (additional metric)	10%
--Performance of Students	34%

Since all components are scored on a four-point scale, the score from each component will be weighted in accordance with the above percentages and then added together to create the Final Evaluation score.

### **Performance of Students Metric**

#### *Universal Implementation*

For the 2017-2018 school year, in compliance with the provisions of FS 1012.34(7), all instructional personnel will be evaluated using a measurement of student performance. Regardless of the assessments and methods used, all instructional personnel will receive an overall Performance of Students metric rating and score as follows:

Highly Effective:	3.50-4.00
Effective:	2.50-3.49
Developing (Cat. 1 & 1p):	1.50-2.49
Needs Improvement (Cat. 2 & 2p):	1.50-2.49
Unsatisfactory:	1.00-1.49

## Assessments and Methods

Every instructional employee will be assigned to one or more of the groups below based on teaching assignment and/or assigned responsibilities. In cases where teaching assignment and/or assigned responsibilities place an employee in more than one group, the employee's rating for each group will be determined and then the ratings will be aggregated together to determine the overall performance of students rating and score.

Group	Assessment Name	Measurement Method
Teacher, Grades K-2	I-Ready Assessment	Growth
Teacher, grade 3	I-Ready Assessment and FSA ELA I-Ready Assessment and FSA Math FSAA	Growth Growth Achievement
Teacher, Grades 4-5	FSA ELA FSA Math FSAA	Growth Growth Achievement
Teacher, Grade 5	Statewide Science Assessment Scores of assigned students on FSA ELA and/or Math	Growth Growth
Teacher, Grades K-5, Art, PE, and Music	I-Ready Assessment (Gr. K-2) FSA ELA/I-Ready Assessment (Gr. 3) FSA ELA (Gr. 4-5)	Growth Growth Growth
Teacher, Grades 6-8, ELA, Reading or Math	FSA ELA FSA Math FSAA	Growth Growth Achievement
Teacher, Grades 6-8, non FSA/EOC/FSAA subject areas	Scores of assigned students on FSA ELA and/or Math	Growth
Teacher, Grade 8, Science	Statewide Science Assessment Scores of assigned students on FSA ELA and/or Math	Growth Growth
Teacher, Grade 7, Civics	Civics EOC	Growth
Teacher, Grades 9 -10, Reading/English Language Arts	FSA ELA FSAA (Grades 9 & 10)	Growth Achievement (Grades 9 & 10)
Teacher, Grades 9-12, Access Points Curriculum	FSAA	Achievement
Teacher, Grades 6-12, Algebra I	Algebra I EOC	Grades 8 & 9 Growth Grades 6, 7, 10, 11, & 12 Achievement

Commented [TKE1]: Need formal name of the Iowa

Commented [TKE2]: Are we using SSA? If yes, growth with prior FSA reading or achievement (average score)?

Commented [TKE3]: Are we using SSA? Same as Grade 5

Commented [TKE4]: Growth score with prior FSA reading?

Group	Assessment Name	Measurement Method
Teacher, Grades 6-12, Geometry	Geometry I EOC	Growth
Teacher, Grades 6-12, Biology	Biology I EOC	Growth
Teacher, Grades 9-12, US History	US History EOC	Growth
Teacher, Grades 9-10, non-FSA/EOC/FSAA	Scores of assigned students on FSA ELA	Growth
Teacher, Grade 11	SAT PSAT	Growth
Teacher, Grade 12	SAT ACT PERT PSAT	Growth
Dean/Behavior Specialist	FSA Scores of Assigned Students at Assigned School(s)	Growth
School Counselor	FSA Scores of Assigned Students at Assigned School(s)	Growth
Educational Technology Facilitator	FSA Scores of Assigned Students at Assigned School(s)	Growth
Media Specialist	FSA Scores of Assigned Students at Assigned School(s)	Growth
Instructional Coach	FSA Scores of Assigned Students at Assigned School	Growth
Teacher on Assignment	FSA Scores of Assigned Students at Assigned School(s)	Growth
Staffing Resource Specialist	FSA Scores of Assigned Students at Assigned School(s)	Growth
School Social Worker	FSA Scores of Assigned Students at Assigned School(s)	Growth
School Psychologist	FSA Scores of Assigned Students at Assigned School(s)	Growth
School Nurse	FSA Scores of Assigned Students at Assigned School(s)	Growth
Occupational/Physical Therapist	FSA Scores of Assigned Students at Assigned School(s)	Growth
Speech-Language Pathologist	FSA Scores of Assigned Students at Assigned School(s)	Growth

Commented [TKE5]: Confirm use of growth?

Commented [TKE6]: Confirm use of growth?

Commented [TKE7]: Growth?

Commented [TKE8]: Decision needed

In the process of applying student assessment results to instructional employees, SCPS affirms the following statements:

1. Each instructional employee's performance of students rating will be calculated using only the students assigned to that employee based on either class enrollments for classroom teachers or, for non-classroom instructional personnel, students assigned based on job responsibilities.
2. In cases above where growth is identified as the measurement method, a district developed growth model will be used to evaluate teachers.
3. In cases above where achievement is identified as the measurement method, the district has determined that achievement is a more appropriate method than learning growth due to either lack of availability of valid, reliable learning growth statistical methods or lack of appropriate prior year/prior course data from which to design an appropriate learning growth model.
4. In cases where a statewide standardized assessment is identified as the measurement method for a course not associated with a statewide standardized assessment, the district has determined that all teachers in designated grade levels make a contribution to the mastery of student literacy skills. It has been established that a teacher can improve his or her student's performance on a statewide assessment even though the teacher is assigned to teach a different subject.

#### **Determining Ratings from District-Selected Assessments/Achievement Methods**

When converting a teacher's district-selected assessment value-added score to an evaluation rating, SCPS will use the standard error to construct confidence intervals. These confidence intervals assure that teachers are placed in an appropriate evaluation category by balancing the need for both precision and accuracy.

Teachers who are evaluated using the following:

- i-Ready Assessment
- FSA
- EOC
- SAT/ACT/PERT

For teachers who are evaluated using the assessments listed above, the school district will include covariates in the model similar to the state value-added model, such as but not limited to SWD status, Gifted status, and ELL status. The goal of this adjustment is to control for some of the same variables included in the State's learning growth model.

For teachers who are evaluated using FSAA an achievement model will be used. Teachers will be classified mirroring the district-selected assessment value-added distribution of evaluation ratings. For example, if 50% of the teachers who received a district-selected assessment value-added evaluation rating of Effective, then 50% of the teachers who receive an evaluation rating based FSAA will receive Effective.

#### **Aggregating Results to Determine Overall Performance of Students Rating**

Data from up to three school years when available and all available data (either one or two years) will be used if three years of data are not available in each instructional employee's 2017-2018 evaluation. A

score and rating for each year's data will be calculated separately and then the scores will be aggregated together to determine the overall performance of students rating.

**Commented [TKE9]:** Verify that state VAM require district to use three year file

**Method**

To facilitate calculation of evaluation scores, SCPS is using an electronic evaluation tool that will allow evaluating administrators to complete the assessment form electronically. The tool will automatically calculate the instructional practice and deliberate practice scores. SCPS will use other electronic tools to calculate the performance of students and final evaluation ratings.

Domain 1 counts for 70% of the summative evaluation score and Domain 2 counts for 30% of the summative evaluation score.

**Domain 1:**

- Highly Effective: 75% of indicators rated as highly effective
- Effective: 75% of indicators rated as highly effective or effective
- Needs Improvement: less than 75% of indicators rated as highly effective or effective
- Unsatisfactory: 30% of indicators rated as unsatisfactory

**Domain 2:**

- Highly Effective: 75% of indicators rated as highly effective
- Effective: 75% of indicators rated as highly effective or effective
- Needs Improvement: less than 75% of indicators rated as highly effective or effective
- Unsatisfactory: 30% of indicators rated as unsatisfactory

The scores for both Domain 1 and Domain 2 are transferred to a 4 point scale.

Score:	Rating:
4	HE
3	E
2	NI
1	U

Once the score are transferred to a 4 point scale, the two scores are added together and divided by two to get the overall final summative score.

Scale:

HE: 3.50-4.00

E: 2.50-3.49

NI: 1.50-2.49

U: 1.00-1.49



## **2 Instructional Practice**

### **Observation Timelines**

#### Pre-Conference

- **Must** give at least three (3) days' notice prior.
- Must decide on a date for the formal observation.
- Observation will not occur sooner than 3 days after the pre-observation conference unless mutually agreed upon.

#### Post-Conference

- **Must** be Completed within Five (5) Days and by the Evaluation Deadline
- Please remember that neither the administrator nor the teacher can extend the five day deadline even by mutual consent

All formal observations, general assessments, informal and formal observations with general assessment that are marked as counting toward evaluation will contribute to the employee's instructional practice score. The instructional practice score, which ranges from 1.0 (lowest) to 4.0 (highest), is generated by the electronic evaluation tool by multiplying the score in each domain by the domain's weight and then adding the products, as follows:

#### **Classroom Teachers:**

Domain 1 (Instructional Strategies): 70%

Domains 2-4 (Professional Responsibilities): 30%

#### **Domain 1:**

Highly Effective: 75% of indicators rated as highly effective

Effective: 75% of indicators rated as highly effective or effective

Needs Improvement: less than 75% of indicators rated as highly effective or effective

Unsatisfactory: 30% of indicators rated as unsatisfactory

**Domain 2:**

- Highly Effective: 75% of indicators rated as highly effective
- Effective: 75% of indicators rated as highly effective or effective
- Needs Improvement: less than 75% of indicators rated as highly effective or effective
- Unsatisfactory: 30% of indicators rated as unsatisfactory

The scores for both Domain 1 and Domain 2 are transferred to a 4 point scale.

Score:	Rating:
4	HE
3	E
2	NI
1	U

Once the score are transferred to a 4 point scale, the two scores are added together and divided by two to get the overall final summative score.

Scale:

- HE: 3.50-4.00
- E: 2.50-3.49
- NI: 1.50-2.49
- U: 1.00-1.49

**Non-classroom instructional personnel:**

- Domain 1 (Responsibilities Specific to Position): 70%
- Domain 2 (Professional Responsibilities): 30%

**Domain 1:**

- Highly Effective: 75% of indicators rated as highly effective
- Effective: 75% of indicators rated as highly effective or effective
- Needs Improvement: less than 75% of indicators rated as highly effective or effective
- Unsatisfactory: 30% of indicators rated as unsatisfactory

**Domain 2:**

- Highly Effective: 75% of indicators rated as highly effective
- Effective: 75% of indicators rated as highly effective or effective
- Needs Improvement: less than 75% of indicators rated as highly effective or effective
- Unsatisfactory: 30% of indicators rated as unsatisfactory

The scores for both Domain 1 and Domain 2 are transferred to a 4 point scale.

Score:	Rating:
4	HE
3	E
2	NI
1	U

Once the score are transferred to a 4 point scale, the two scores are added together and divided by two to get the overall final summative score.

Scale:

- HE: 3.50-4.00
- E: 2.50-3.49
- NI: 1.50-2.49
- U: 1.00-1.49

The deliberate practice score is separately calculated for each employee as described in the Additional Metric section, with scores ranging from 1.0 (lowest) to 4.0 (highest).

A rating for both instructional practice and deliberate practice can be derived from the scores as follows:

Highly Effective: 3.50-4.00  
 Effective: 2.50-3.49  
 Developing (Cat. 1 & 1p): 1.50-2.49  
 Needs Improvement (Cat. 2 & 2p): 1.50-2.49  
 Unsatisfactory: 1.00-1.49

<b>Teacher Evaluation Categories</b>	
<b>Category 1</b>	<b>Less than 3 years teaching experience</b>
<b>Category 1p</b>	<b>Less than three years teaching experience and first year in the school district</b>
<b>Category 2</b>	<b>Three or more years of teaching experience</b>
<b>Category 2p</b>	<b>Three or more years of teaching experience and first year in the school district</b>

Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices can be located in **Appendix B**.

Description of the specific observation instrument (form) can be located in **Appendix B**.

For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices can be located in **Appendix A**.

For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices can be located in **Appendix D**.

### **3 Other Indicators of Performance**

#### **Additional Metric**

Beginning with the 2012-2013 school year, all instructional personnel will participate in an additional evaluation metric called *Deliberate Practice*. The intent of deliberate practice is to empower instructional personnel to identify specific indicators for improvement each year and then focus both professional learning and classroom practice on those indicators.

A digitized version of the Deliberate Practice Plan from the electronic evaluation tool is included in **Appendix E**. For the 2017-2018 school year and beyond, the following guidelines will govern administration of deliberate practice:

- The Deliberate Practice Plan also serves as the employee's individualized professional development plan. Each employee's plan is subject to approval by the school principal/cost center director or designee.
- Employees may choose 1, 2, or 3 indicators for deliberate practice each year.
- Each deliberate practice indicator is scored by comparing the baseline score (selected by employee) to the self-assessment rating or to the last supervisor's rating of the indicator that counts toward the annual evaluation. The employee will receive the finished level score. The score on each indicator is then averaged if the employee selected more than 1 indicator for deliberate practice. Scores on deliberate practice range from 1.0 (lowest) to 4.0 (highest), and calculation is completed automatically by the district's electronic evaluation tool.

#### **4. Summative Evaluation Score**

##### **Annual Evaluation Score & Rating**

The annual evaluation rating will combine three components for both teachers and newly hired teachers:

--Instructional practice rating	56%
--Deliberate practice rating (additional metric)	10%
--Performance of students	34%

All formal observations, general assessments, and formal observations with general assessment that are marked as counting toward evaluation will contribute to the employee's instructional practice score. The instructional practice score, which ranges from 1.0 (lowest) to 4.0 (highest), is generated by the electronic evaluation tool by multiplying the score in each domain by the domain's weight and then adding the products, as follows:

##### **Classroom Teachers:**

Domain 1 (Instructional Strategies):	70%
Domains 2-4 (Professional Responsibilities):	30%

##### **Non-classroom instructional personnel:**

Domain 1 (Responsibilities Specific to Position):	70%
Domain 2 (Professional Responsibilities):	30%

The deliberate practice score is separately calculated for each employee as described in the Additional Metric section, with scores ranging from 1.0 (lowest) to 4.0 (highest).

A rating for both instructional practice and deliberate practice can be derived from the scores as follows:

Highly Effective:	3.50-4.00
Effective:	2.50-3.49

Developing (Cat. 1 & 1p): 1.50-2.49  
 Needs Improvement (Cat. 2 & 2p): 1.50-2.49  
 Unsatisfactory: 1.00-1.49

<b>Teacher Evaluation Categories</b>	
<b>Category 1</b>	<b>Less than 3 years teaching experience</b>
<b>Category 1p</b>	<b>Less than three years teaching experience and first year in the school district</b>
<b>Category 2</b>	<b>Three or more years of teaching experience</b>
<b>Category 2p</b>	<b>Three or more years of teaching experience and first year in the school district</b>

## **5 Additional Requirements**

### **Supervision and Evaluation**

Each instructional employee will be supervised and evaluated by the school principal/cost center director or his/her designee.

### **Classroom Teachers**

Instructional personnel who are classroom teachers will be evaluated by their designated supervising administrator using the evaluation form for classroom teachers as digitized in the electronic evaluation tool (**Appendix B**).

### **Roster Verification**

Teacher verification of rosters takes place during the survey 2 and survey 3 processes. Teachers have the opportunity to verify rosters for accuracy and correct mistakes.

### **Initial Teacher Training**

With support from the administrator on assignment and teacher on assignment, school-based administrators, and instructional personnel who completed training on the evaluation instrument conducted training sessions at their home schools for all instructional personnel. The purpose of these trainings was to inform instructional personnel about the revised evaluation procedures and criteria. Additionally, each instructional employee met with his/her supervising administrator prior to each formal observation to review the evaluation process and form. SCPS also created a variety of professional development opportunities for instructional personnel to increase their level of understanding and comfort with the Marzano teaching model. Finally, all SCPS instructional personnel were given access to an online professional development library of resources directly aligned with the Marzano model indicators.

### **Ongoing Training & Notification**

Training of administrators and instructional personnel will continue as needed for the following purposes:

- New administrators who need evaluator training
- New instructional leaders who need Marzano model training
- Regular updates for previously trained personnel
- Supplemental sessions for administrators who need additional support



- Ongoing support at the district, cluster, school, and professional learning community level for instructional personnel

The administrator on assignment, teacher on assignment, and other district administrators are also available to provide additional information and support services to school-based administrators and faculties.

### **Additional Professional Development for 2012-2013**

All administrators who evaluate classroom personnel received three days of additional training facilitated by an outside provider to improve inter-rater reliability across evaluating administrators in the school district.

The school district also implemented a new cluster professional development model to improve classroom teacher access to workshops on the Marzano indicators. The administrator on assignment and teacher on assignment facilitated a group of twenty-one teacher leaders who delivered professional development on effective instructional strategies aligned with the evaluation system to teachers throughout the school district.

### **Additional Professional Development for 2013-2014 and Beyond**

The school district is working with an outside professional development provider who is an expert in instructional leadership, effective teaching strategies, and classroom walkthroughs to conduct a series of sessions with several cohorts of principals and assistant principals. The purpose of these workshops—which includes direct instruction and instructional rounds—is to deepen administrator knowledge and improve inter-rater reliability. Each cohort is meeting monthly throughout the school year. All new assistant principals have also received an additional three days of training from the same outside professional development provider. All teachers including new teachers to the school district are provided ongoing professional development opportunities on the instructional model throughout the school year.

The cluster professional development model for teachers, as described above, has expanded to thirty-four teachers for the 2013-2014 school year and beyond. The purpose of the expansion is to increase the number and type of professional development opportunities for classroom teachers.

### **Post-Observation Conference**

Within five (5) school days after any formal observation, the evaluator will hold a post-observation conference to discuss the completed evaluation form. The post-observation conference should include identification of professional development opportunities that will support the teacher's continuous improvement efforts. Only the evaluator, the teacher, and one (1) observer chosen by each may be present

during the post-observation conference to discuss the formal observation. All completed evaluation forms shall be maintained at the work location or the district office in a manner that will ensure the confidentiality of assessment data as prescribed by Florida Statutes.

SCPS is using an electronic acknowledgment feature in the electronic evaluation tool in place of paper forms and written signatures. Acknowledgment/signature by the employee does not constitute agreement with the assessment, but acknowledges that the assessment has been discussed between employee and assessor. Upon completion of any post-observation conference, the employee has the opportunity to initiate a written/electronic response regarding the assessment and request that such a response be attached to the assessment form (either in writing or electronically), thus becoming a permanent part of his/her personnel file.

### **Use of Evaluation Results for Professional Development**

Within SCPS, outputs from the teacher evaluation process that impact the school district's professional development system are used in a variety of ways. For example:

- Teachers are guided to professional development opportunities based on evaluation results. The SCPS evaluation form and procedures specify that administrator written comments must include suggested professional development opportunities for teachers earning ratings less than effective.
- Individual teachers use results from the written evaluation and student learning growth score as supporting evidence for creation of their Deliberate Practice plan (DP) at the beginning of each school year. The DP plan includes an "Action Steps" section that allows teachers to plan for professional development.
- Analysis of evaluation results grouped by grade level/school and aggregated for the entire district informs decisions about future professional development, especially the creation of new workshops and modules that can be delivered by members of the teacher cluster cadre discussed above.
- Evaluation results are also analyzed to determine areas of need for administrator training.
- Aggregated teacher evaluation data informs the development of school improvement plans in the areas of improving student achievement and identifying professional development priorities. District-level school improvement plan review teams have access to teacher evaluation data to facilitate their work.
- Teachers who are evaluated are rated as less than effective will go on a 90 day performance assistance plan and will be assigned to work with a coach to work on areas that are in need of improvement.

### **Evaluation Frequency**

Instructional personnel who are on a probationary contract (new to the district or first year teacher), will be evaluated at least once in the first semester and at least once in the second semester. The evaluating administrator and first year instructional employee will review student performance data, including FSA scores, end of course exam scores, and/or other course-specific assessments, as available. The second

semester evaluation will be considered the annual evaluation; results from the first semester evaluation will not count toward the annual evaluation. The annual evaluation must be finalized by the last day of post-planning.

All other instructional personnel and classroom teachers will be evaluated at least once each year prior to April 15 (annual contract) or May 1 (professional services/continuing contract). The annual evaluation must be finalized by the last day of post-planning.

### Role of Parent Input

Parents may share compliments and concerns about instructional personnel with a supervising administrator at any time. A teacher and administrator may jointly review parent communications as part of the evaluation process.

### Teaching Fields Requiring Special Procedures

Some instructional personnel who are not classroom teachers, will require special evaluation procedures and criteria because they have specific job expectations related to student support. Special evaluation procedures refers to the unique evaluation documents developed for each of the positions listed below. Human Resources personnel periodically review instructional job descriptions to determine which job titles will require special evaluation procedures and criteria. For the 2013-2014 school year and beyond, thirteen position types have been deemed to require a unique evaluation form that combines indicators aligned to the Florida Educator Accomplished Practices with additional indicators that reflect specific job expectations. An evaluation form comprised of two parts—Domain 1 (position-specific indicators) and Domain 2 (professional responsibilities)—has been developed for each position type with input from a committee of personnel working in each area. The indicators, scales, and rubrics for each form are located in *Appendix D*. This information has been digitized into the district’s electronic evaluation tool. The following table includes the thirteen position types and linked evaluation forms:

Position Type	Domain 1	Domain 2*
Dean, Behavior Specialist, etc.	Student Academic & Behavior Support	NCIP
Educational Technology Facilitator	Educational Technology Facilitator	NCIP
Instructional Coach	Instructional Coach	NCIP
Media Specialist	Media Specialist	NCIP
Occupational/Physical Therapist	Occupational/Physical Therapist	ESSS
School Counselor	School Counselor	NCIP
School Nurse	School Nurse	ESSS

School Psychologist	School Psychologist	ESSS
School Social Worker	School Social Worker	ESSS
Speech/Language Pathologist	Speech/Language Pathologist	ESSS
Staffing Resource Specialist	Staffing Resource Specialist	ESSS
Teacher on Assignment	Teacher on Assignment	NCIP
Virtual & Computer Lab Teacher	Virtual & Computer Lab Teacher	Teacher

\*NCIP = Non-Classroom Instructional Personnel; ESSS = Exceptional Student Support Services;

Teacher = Classroom Teacher Domains 2-4 (Marzano Model)

**Peer Review**

SCPS does not use a peer review/assistance process as part of the evaluation system. Current peer assistance programs, including SCPS Induction and Alternative Certification, will continue outside of the formal evaluation process.

## **6 District Evaluation Procedures**

### **Post-Observation Conference**

Within five (5) school days after any formal observation, the evaluator will hold a post-observation conference to discuss the completed evaluation form. The post-observation conference should include identification of professional development opportunities that will support the teacher's continuous improvement efforts. Only the evaluator, the teacher, and one (1) observer chosen by each may be present during the post-observation conference to discuss the formal observation. All completed evaluation forms shall be maintained at the work location or the district office in a manner that will ensure the confidentiality of assessment data as prescribed by Florida Statutes.

SCPS is using an electronic acknowledgment feature in the electronic evaluation tool in place of paper forms and written signatures. Acknowledgment/signature by the employee does not constitute agreement with the assessment, but acknowledges that the assessment has been discussed between employee and assessor. Upon completion of any post-observation conference, the employee has the opportunity to initiate a written/electronic response regarding the assessment and request that such a response be attached to the assessment form (either in writing or electronically), thus becoming a permanent part of his/her personnel file.

### **Superintendent Review**

Teacher evaluation data is provided to the Superintendent for review annually.

### **Performance Assistance Plan**

Teachers who are evaluated and rated as less than effective will go on a 90 day performance assistance plan and will be assigned to work with a coach to work on areas that are in need of improvement.

### **DOE Reporting**

SCPS doesn't have any teachers that have received two unsatisfactory evaluations. SCPS will notify the Department of Education in the event we have instructional personnel who have received two consecutive unsatisfactory evaluations.

## **7 District Self-Monitoring**

### **Monitoring Results**

The evaluation system includes monitoring of evaluator performance for accuracy and consistency. SCPS has a contract with a vendor to provide an electronic evaluation tool. Data gathered in this system is available to the Executive Directors for Elementary and Secondary Education and to school principals for analysis. If the data identifies a need for additional training, the administrator on assignment will design and recommend further professional development opportunities for evaluators and teachers. Additionally, the Department of Teaching and Learning has aligned both ongoing and new professional development initiatives to the district's instructional model and evaluation system.

### **Use of Evaluation Results for Professional Development**

Within SCPS, outputs from the teacher evaluation process that impact the school district's professional development system are used in a variety of ways. For example:

- Teachers are guided to professional development opportunities based on evaluation results. The SCPS evaluation form and procedures specify that administrator written comments must include suggested professional development opportunities for teachers earning ratings less than effective.
- Individual teachers use results from the written evaluation and student learning growth score as supporting evidence for creation of their Deliberate Practice plan (DP) at the beginning of each school year. The DP plan includes an "Action Steps" section that allows teachers to plan for professional development.
- Analysis of evaluation results grouped by grade level/school and aggregated for the entire district informs decisions about future professional development, especially the creation of new workshops and modules that can be delivered by members of the teacher cluster cadre discussed above.
- Evaluation results are also analyzed to determine areas of need for administrator training.
- Aggregated teacher evaluation data informs the development of school improvement plans in the areas of improving student achievement and identifying professional development priorities. District-level school improvement plan review teams have access to teacher evaluation data to facilitate their work.

### **Post-Observation Conference**

Within five (5) school days after any formal observation, the evaluator will hold a post-observation conference to discuss the completed evaluation form. The post-observation conference should include identification of professional development opportunities that will support the teacher's continuous improvement efforts. Only the evaluator, the teacher, and one (1) observer chosen by each may be present during the post-observation conference to discuss the formal observation. All completed evaluation forms shall be maintained at the work location or the district office in a manner that will ensure the confidentiality of assessment data as prescribed by Florida Statutes.

SCPS is using an electronic acknowledgment feature in the electronic evaluation tool in place of paper forms and written signatures. Acknowledgment/signature by the employee does not constitute agreement with the assessment, but acknowledges that the assessment has been discussed between employee and assessor. Upon completion of any post-observation conference, the employee has the opportunity to initiate a written/electronic response regarding the assessment and request that such a response be attached to the assessment form (either in writing or electronically), thus becoming a permanent part of his/her personnel file.

### **System Feedback & Annual Review**

The Teacher Evaluation Committee met regularly (at least once per academic quarter but often monthly) each school year to discuss communication issues, professional development planning, implementation concerns, and feedback from administrators and teachers. These meetings are led by the Executive Director for Human Resources and the Director of Employee Relations. Leaders from the Seminole Education Association are also invited to continue their involvement in this process.

The school district will maintain the instructional evaluation webpage on its website so that all stakeholders can continue to submit questions and concerns for review by district staff. Feedback received through this mechanism will be shared with the Teacher Evaluation Committee.

At each school, the principal will present the new evaluation system to the School Advisory Council (SAC). Input from SAC may be presented by the principal to the appropriate Executive Director.

School-based administrators will present feedback on the evaluation system to the appropriate Executive Director.

Based on concerns and feedback from all stakeholders, district staff will make recommendations to the Superintendent regarding any critical changes and system improvements for future school years.

## 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
<p><b>1a Aligns instruction with state-adopted standards at the appropriate level</b></p>	<p><b>2.1 Planning and Preparing for Lessons and Units</b>                      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</p> <p style="background-color: #d9ead3;"><b>2.2 Planning and Preparing for the Use of Materials and Technology</b></p> <p>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</p>			



## 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: COLLEGIALLY AND PROFESSIONALISM
<b>1b Sequences lessons and concepts to ensure coherence and required prior knowledge</b>	<b>2.1 Planning and Preparing for Lessons and Units</b> 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	<b>Routine Events</b> RE 1 Providing clear learning goals and scales RE 2 Tracking student progress  RE 3 Celebrating success		
<b>1c Designs instruction for students to achieve mastery</b>	<b>2.2 Planning and Preparing for Use of Materials and Technology</b> 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>Content</b> 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		

## 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: COLLEGIALLY AND PROFESSIONALISM
	<p><b>2.3 Planning and Preparing for Special Needs Students</b></p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>			
<b>1d Selects appropriate formative assessments to monitor learning</b>		<p style="background-color: #d9ead3;"><b>Routine Events</b></p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p>		

## Florida Department of Education Support for Local Education Agencies

### FEAPS Crosswalk to Marzano Art and Science of Teaching

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<b>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</b>	<b>2.3 Planning and Preparing for Special Needs Students</b>	<b>Routine Events</b>	<b>3.1 Evaluating Personal Performance</b>	<b>4.1 Promoting a Positive Environment</b>
	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 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
	2.3.2 Planning and preparing for the needs of special education students	<b>Content</b>	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)	<b>4.2 Promoting Exchange of Ideas and Strategies</b>
	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	C 11 Homework		4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
		<b>Enacted on the Spot</b>	<b>3.2 Developing a Professional Growth Plan</b>	<b>4.3 Promoting District and School Development</b>
		EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students	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

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#### a) Quality of Instruction

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INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<b>1f Develops learning experiences that requires students to demonstrate a variety of applicable skills and competencies</b>	<b>2.2 Planning and Preparing for the Use of Materials and Technology</b>	<b>Content</b> 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		
	2.2.1 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>2.3 Planning and Preparing for Special Needs Students</b>			
	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			

## Florida Department of Education Support for Local Education Agencies

### FEAPs Crosswalk to Marzano Art and Science of Teaching

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

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### FEAPs Crosswalk to Marzano Art and Science of Teaching

#### 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:

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2b Manages individual and class behaviors through a well-planned management system		<p><b>Routine Events</b>                      RE 4 Establishing classroom rules and procedures                      RE 5 Organizing the physical layout of the classroom</p> <p><b>Enacted on the Spot</b>                      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</p>		
2c Conveys high expectations to all students		<p><b>Routine Events</b>                      RE 2 Tracking student progress                      RE 3 Celebrating success</p> <p><b>Content</b>                      C 1 Identifying critical information</p>		

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

## Florida Department of Education Support for Local Education Agencies

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THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
		<b>Enacted on the Spot</b> 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		
<b>2e Models clear, acceptable oral and written communication skills</b>	<b>2.1 Planning and Preparing for Lessons and Units</b>  2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	<b>Routine Events</b>  RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures		



## Florida Department of Education Support for Local Education Agencies

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

## Florida Department of Education Support for Local Education Agencies

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

## Florida Department of Education Support for Local Education Agencies

### FEAPs Crosswalk to Marzano Art and Science of Teaching

#### 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
<p><b>2g Integrates current information and communication technologies</b></p>	<p><b>2.2 Planning and Preparing for Use of Materials and Technology</b>                      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</p>			

## Florida Department of Education Support for Local Education Agencies

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#### 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: COLLEGIALLY AND PROFESSIONALISM
<b>2h Adapts the learning environment to accommodate the differing needs and diversity of students</b>	<b>2.1 Planning and Preparing for Lessons and Units</b>	<b>Routine Events</b>		<b>4.2 Promoting Exchange of Ideas and Strategies</b>
	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 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		4.2.2 Mentoring other teachers and sharing ideas and strategies

## Florida Department of Education Support for Local Education Agencies

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

## Florida Department of Education Support for Local Education Agencies

### FEAPs Crosswalk to Marzano Art and Science of Teaching

#### a) Quality of Instruction

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

## Florida Department of Education Support for Local Education Agencies

### FEAPs Crosswalk to Marzano Art and Science of Teaching

#### 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: COLLEGIALLY AND PROFESSIONALISM
<p><b>2i Utilizes current and emerging assistive technology that enables students to participate in high quality communication interactions and achieve their educational goals</b></p>	<p><b>2.2 Planning and Preparing for Use of Materials and Technology</b>                      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</p>			

**Florida Department of Education Support for Local Education Agencies**

**FEAPS Crosswalk to Marzano Art and Science of Teaching**

**a) Quality of Instruction**

**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: COLLEGIALLY AND PROFESSIONALISM
<p><b>3a Delivers engaging and challenging lessons</b></p>	<p><b>2.1 Planning and Preparing for Lessons and Units</b>                      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</p> <p><b>2.2 Planning and Preparing for the Use of Materials and Technology</b>                      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</p> <p><b>2.3 Planning and Preparing for Special Needs Students</b></p>	<p><b>Routine Events</b>                      RE 1 Providing clear learning goals and scales                      RE 2 Tracking student progress                      RE 3 Celebrating Success                      RE 4 Establishing classroom rules and procedures</p> <p><b>Content</b>                      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</p>		



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**a) Quality of Instruction**

**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: COLLEGIALLY AND PROFESSIONALISM
<p><b>3b Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter</b></p>	<p>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</p>	<p>C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing                      C 18 Providing resources and guidance</p> <p><b>Enacted on the Spot</b></p> <p>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</p>		

**Florida Department of Education Support for Local Education Agencies**

**FEAPS Crosswalk to Marzano Art and Science of Teaching**

**a) Quality of Instruction**

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

**Florida Department of Education Support for Local Education Agencies**

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

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**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
		<p><b>Enacted on the Spot</b>                      EOS 3 Managing response rates                      EOS 7 Using friendly controversy</p>		
<p><b>3g Applies varied instructional strategies and resources including appropriate technology to provide comprehensible instruction, and to teach for student understanding</b></p>	<p><b>2.2 Planning and Preparing for the Use of Materials and Technology</b>                      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</p> <p><b>2.3 Planning and Preparing for Special Needs Students</b>                      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</p>	<p><b>Routine Events</b>                      RE 1 Providing clear learning goals and scales                      RE 2 Tracking student progress                      RE 3 Celebrating success</p> <p><b>Content</b>                      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</p>		

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**a) Quality of Instruction**

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

**Florida Department of Education Support for Local Education Agencies**

**FEAPS Crosswalk to Marzano Art and Science of Teaching**

**a) Quality of Instruction**

**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: COLLEGIALLY AND PROFESSIONALISM
<p><b>3i Supports and encourages immediate feedback</b></p>	<p><b>2.1 Planning and Preparing for Lessons and Units</b>                      2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p>	<p><b>Routine Events</b>                      RE 1 Providing clear learning goals and scales                      RE 2 Tracking student progress                      RE 4 Establishing classroom rules and procedures</p> <p><b>Content</b>                      C 1 Identifying critical information                      C 3 Previewing new content                      C 4 Chunking content into "digestible bites"</p> <p><b>Enacted on the Spot</b>                      EOS 10 Demonstrating "withitness"                      EOS 11 Applying consequences for lack of adherence to rules and procedures                      EOS 12 Acknowledging adherence to rules and procedures</p>		
<p><b>3j Utilizes student feedback to monitor instructional needs and to adjust instruction</b></p>	<p><b>2.3 Planning and Preparing for Special Needs Students</b>                      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</p>	<p><b>Enacted on the Spot</b>                      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</p>		

**Florida Department of Education Support for Local Education Agencies**

**FEAPS Crosswalk to Marzano Art and Science of Teaching**

**a) Quality of Instruction**

**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: COLLEGIALLY AND PROFESSIONALISM
<p><b>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</b></p>	<p><b>2.1 Planning and Preparing for Lessons and Units</b>                      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</p> <p><b>2.2 Planning and Preparing for the Use of Materials and Technology</b>                      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</p>	<p><b>Routine Events</b>                      RE 1 Providing clear learning goals and scales                      RE 2 Tracking student progress                      RE 3 Celebrating success                      RE 4 Establishing classroom rules and procedures</p> <p><b>Content</b>                      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</p>		

**Florida Department of Education Support for Local Education Agencies**

**FEAPS Crosswalk to Marzano Art and Science of Teaching**

**a) Quality of Instruction**

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



**Florida Department of Education Support for Local Education Agencies**

**FEAPS Crosswalk to Marzano Art and Science of Teaching**

**a) Quality of Instruction**

**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: COLLEGIALLY AND PROFESSIONALISM
4c Uses a variety of assessment tools to monitor student progress, achievement and learning gains		<p><b>Routine Events</b></p> <p>RE 1 Providing clear learning goals and scales                      RE 2 Tracking student progress                      RE 3 Celebrating success</p>		
4d Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	<p><b>2.3 Planning and Preparing for Special Needs Students</b></p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p><b>Enacted on the Spot</b></p> <p>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</p>		
4e Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s)		<p><b>Routine Events</b></p> <p>RE 1 Providing clear learning goals and scales                      RE 2 Tracking student progress                      RE 3 Celebrating success</p> <p><b>Enacted on the Spot</b></p> <p>EOS 3 Managing response rates</p>		
4f Applies technology to organize and integrate assessment information	<p><b>2.2 Planning and Preparing for the Use of Materials and Technology</b></p> <p>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</p>			

## Florida Department of Education Support for Local Education Agencies

### FEAPS Crosswalk to Marzano Art and Science of Teaching

#### 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
<b>1a Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs</b>	<b>2.3 Planning and Preparing for Special Needs Students</b> 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	<b>Routine Events</b>	<b>3.1 Evaluating Personal Performance</b>	<b>4.1 Promoting a Positive Environment</b>
		RE 2 Tracking student progress RE 3 Celebrating success  <b>Content</b>	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
		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)	<b>4.2 Promoting Exchange of Ideas and Strategies</b>
		<b>Enacted on the Spot</b> EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students		4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
			<b>3.2 Developing a Professional Growth Plan</b>	<b>4.3 Promoting District and School Development</b>
			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

**Florida Department of Education Support for Local Education Agencies**

**FEAPS Crosswalk to Marzano Art and Science of Teaching**

**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
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				

## Florida Department of Education Support for Local Education Agencies

### FEAPS Crosswalk to Marzano Art and Science of Teaching

#### b) Continuous Improvement, Responsibility and Ethics

**2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in the 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-1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

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

## Research Base and Validation Studies on the Marzano Evaluation Model

The Marzano Evaluation Model is currently being used by the Florida Department of Education (DOE) as a model that districts can use or adapt as their evaluation model. That Marzano Evaluation Model is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2, 5 elements in Domain 3 and 6 elements in Domain 4. The specifics of each domain are listed in Figure 1. For a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

*Figure 1: Elements of the Marzano Evaluation Model*

### Domain 1: Classroom Strategies and Behaviors

#### Routine Segments

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)
2. Tracking student progress
3. Celebrating success

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

4. Establishing classroom rules and procedures
5. Organizing the physical layout of the classroom

## **Content Segments**

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

1. Identifying critical information
2. Organizing students to interact with new knowledge
3. Previewing new content
4. Chunking content into “digestible bites”
5. Processing new information
6. Elaborating on new information
7. Recording and representing knowledge
8. Reflecting on learning

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

9. Reviewing content
10. Organizing students to practice and deepen knowledge
11. Using homework
12. Examining similarities and differences
13. Examining errors in reasoning
14. Practicing skills, strategies, and processes
15. Revising knowledge

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

16. Organizing students for cognitively complex tasks
17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
18. Providing resources and guidance

## **Segments Enacted on the Spot**

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

1. Noticing when students are not engaged
2. Using academic games
3. Managing response rates
4. Using physical movement
5. Maintaining a lively pace
6. Demonstrating intensity and enthusiasm
7. Using friendly controversy
8. Providing opportunities for students to talk about themselves
9. Presenting unusual or intriguing information

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

10. Demonstrating “withitness”
11. Applying consequences for lack of adherence to rules and procedures
12. Acknowledging adherence to rules and procedures

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

13. Understanding students’ interests and background
14. Using verbal and nonverbal behaviors that indicate affection for students
15. Displaying objectivity and control

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

16. Demonstrating value and respect for low expectancy students
17. Asking questions of low expectancy students
18. Probing incorrect answers with low expectancy students

## **Domain 2: Planning and Preparing**

### **Planning and Preparing for Lessons and Units**

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

### **Planning and Preparing for Use of Materials and Technology**

1. Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)
2. Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer

### **Planning and Preparing for Special Needs of Students**

1. Planning and preparing for the needs of English language learners
2. Planning and preparing for the needs of special education students
3. Planning and preparing for the needs of students who come from home environments that offer little support for schooling

### **Domain 3: Reflecting on Teaching**

#### **Evaluating Personal Performance**

1. Identifying specific areas of pedagogical strength and weakness
2. Evaluating the effectiveness of individual lessons and units
3. Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)

#### **Developing and Implementing a Professional Growth Plan**

1. Developing a written growth and development plan
2. Monitoring progress relative to the professional growth plan

### **Domain 4: Collegiality and Professionalism**

#### **Promoting a Positive Environment**

1. Promoting positive interactions about colleagues
2. Promoting positive interactions about students and parents

#### **Promoting Exchange of Ideas and Strategies**

1. Seeking mentorship for areas of need or interest
2. Mentoring other teachers and sharing ideas and strategies

#### **Promoting District and School Development**

1. Adhering to district and school rules and procedures
2. Participating in district and school initiatives

As indicated in Figure 1, **Domain 1** contains 41 elements (5 + 18 + 18); **Domain 2** contains 8 elements (3 + 2 + 3); **Domain 3** contains 5 elements (3 + 2) and **Domain 4** contains 6 elements (2 + 2 + 2). Given that 41 of the 60 elements in the model are from Domain 1, the clear emphasis in the Marzano model is what occurs in the classroom—the strategies and behaviors teachers use to enhance student achievement. This emphasis differentiates it from some other teacher evaluation models.

Teacher status and growth can be assessed in each component of the model in a manner that is consistent with the Florida DOE guidelines and the requirements of Race to the Top legislation.



### **The Research Base from Which the Model Was Developed**

Each of the works (cited above) from which the model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes over 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. Specifically, over 2,000,000 copies of the books cited above have been purchased and disseminated to K-12 educators across the United States.

### **Experimental/Control Studies**

Perhaps one of the more unique aspects of the research on this model is that it has a growing number of experimental/control studies that have been conducted by practicing teachers on the effectiveness of specific strategies in their classrooms. This is unusual in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement; however, causality cannot be easily inferred. Other evaluation models currently used throughout the country only have correlational data regarding the relationship between their elements and student achievement.

To date over 300 experimental/control studies have been conducted. Those studies involved over 14,000 students, 300 teachers, across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42 with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. Stated differently: on the average, when teachers use the classroom strategies and behaviors in the Marzano Evaluation Model, their typical student achievement increased by 16 percentile points. However, great gains (i.e., those associated with an effect size of 2.00) can be realized if specific strategies are used in specific ways.

### **Correlational Studies**

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been, and continue to be conducted, on various elements of the Marzano Evaluation Model. For example, such study was recently conducted in the state of Oklahoma as a part of their examination of elements that are related to student achievement in K-12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in Oklahoma School: Phase II Report*, by Marzano Research Laboratory, 2010 and 2011 respectively). Those studies involved 59 schools, 117 teachers and over 13,000 K-12 students. Collectively, those reports indicate positive relationships with various elements of the Marzano Evaluation Model across the domains. Specific emphasis was placed on

Domain 1 particularly in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive with some as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87 which is associated with a 31 percentile point gain in student achievement. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. High correlations such as these were also reported for the total number of Domain 1 strategies teachers used in a school. Specifically the number of Domain 1 strategies teachers used in school had a .35 correlation with reaching proficiency and a .26 correlation with mathematics proficiency.

### **Technology Studies**

Another unique aspect of the research conducted on the model is that its effects have been examined in the context of technology. For example, a two year study was conducted to determine (in part) the relationship between selected elements from Domain 1 and the effectiveness of interactive whiteboards in enhancing student achievement (see *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom* by Haystead and Marzano, 2010). In all, 131 experimental/control studies were conducted across the spectrum of grade levels. Selected elements of Domain 1 were correlated with the effect sizes for use of the interactive white boards. All correlations for Domain 1 elements were positive with some as high as .70. This implies that the effectiveness of the interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

### **Summary**

In summary, the Marzano Evaluation Model was designed using literally thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a more direct causal linkages with enhanced student achievement that can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards) and found it to be highly correlated with the effectiveness of that technology.

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## SCPS - Domain 1: Classroom Strategies and Behaviors

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

### Lesson Segments Involving Routine Events

#### DQ1: Communicating Learning Goals and Feedback

1. [Providing Clear Learning Goals and Scales \(Rubrics\)](#)
2. [Tracking Student Progress](#)
3. [Celebrating Student Success](#)  
[Student Interview](#)

#### DQ6: Establishing Rules and Procedures

4. [Establishing Classroom Routines](#)
5. [Organizing the Physical Layout of the Classroom for Learning](#)  
[Student Interview](#)

### Lesson Segments Addressing Content

#### DQ2: Helping Students Interact with New Knowledge

6. [Identifying Critical Information](#)
7. [Organizing Students to Interact with New Knowledge](#)
8. [Previewing New Content](#)
9. [Chunking Content](#)
10. [Processing of New Information with Students](#)
11. [Elaborating on New Information](#)
12. [Recording and Representing Knowledge](#)
13. [Reflecting on Learning](#)  
[Student Interview](#)

#### DQ3: Helping Students Practice and Deepen New Knowledge

14. [Reviewing Content](#)
15. [Organizing Students to Practice and Deepen Knowledge](#)
16. [Using Homework](#)
17. [Examining Similarities and Differences](#)
18. [Examining Errors in Reasoning](#)
19. [Practicing Skills, Strategies, and Processes](#)
20. [Revising Knowledge](#)  
[Student Interview](#)

#### DQ4: Helping Students Generate and Test Hypotheses

21. [Organizing Students for Cognitively Complex Tasks](#)
22. [Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing](#)
23. [Providing Students with Resources and Guidance](#)  
[Student Interview](#)

### Lesson Segments Enacted on the Spot

#### DQ5: Engaging Students

24. [Noticing & Reacting when Students are not Engaged](#)
25. [Using Academic Games](#)
26. [Managing Response Rates](#)
27. [Using Physical Movement](#)
28. [Maintaining a Lively Pace](#)
29. [Demonstrating Intensity and Enthusiasm](#)
30. [Using Friendly Controversy Among Students \(Team Talk\)](#)
31. [Providing Opportunities for Students to Appropriately Talk about Themselves](#)
32. [Presenting Unusual or Intriguing Information](#)  
[Student Interview](#)

#### DQ7: Recognizing Adherence to Rules and Procedures

33. [Demonstrating "Withitness"](#)
34. [Applying Consequences for Lack of Adherence to Rules and Procedures](#)
35. [Acknowledging Adherence to Rules and Procedures](#)  
[Student Interview](#)

#### DQ8: Establishing and Maintaining Effective Relationships with Students

36. [Acknowledging Students' Interests and Background](#)
37. [Exhibiting Rapport and Understanding with Students](#)
38. [Displaying Objectivity and Control](#)  
[Student Interview](#)

#### DQ9: Communicating High Expectations for All Students

39. [Demonstrating Value and Respect for All Students](#)
40. [Asking Questions of All Students](#)
41. [Probing Incorrect Answers with All Students](#)  
[Student Interview](#)

[General Assessment](#)

[Date of Classroom Observation](#)

42. [General Assessment](#)

43. [Date of Classroom Observation](#)

## Lesson Segments Involving Routine Events

### DQ1: Communicating Learning Goals and Feedback

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#### 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.

##### Evidence:

###### 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

##### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

##### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Tracking Student Progress

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

##### Evidence:

###### 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:

## Preview SCPS - Domain 1: Classroom Strategies and Behaviors

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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Celebrating Student Success

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

### Evidence:

#### 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:

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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Student Interview

Student Questions

Student Questions

### 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.**

## DQ6: Establishing Rules and Procedures

## Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

### Evidence:

#### Teacher Evidence:

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

#### Student Evidence:

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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Organizing the Physical Layout of the Classroom for Learning

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

### Evidence:

#### Teacher Evidence:

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

#### Student Evidence:

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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Student Interview

Student Questions

Student Questions

## Student Questions

**What are the regular rules and procedures you are expected to follow in class?**

**How well do you do at following the rules and procedures and why?**

## Lesson Segments Addressing Content

### DQ2: Helping Students Interact with New Knowledge

---

## Identifying Critical Information

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

## Evidence:

### 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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable



## Organizing Students to Interact with New Knowledge

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

### Evidence:

#### 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## 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.

### Evidence:

#### 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, student can explain linkages with prior knowledge

## Preview SCPS - Domain 1: Classroom Strategies and Behaviors

- 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Chunking Content

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.

### Evidence:

#### 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Processing of New Information with Students

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

### Evidence:

#### 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
-

# Preview SCPS - Domain 1: Classroom Strategies and Behaviors

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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Elaborating on New Information

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

## Evidence:

### 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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## 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.

## Evidence:

### 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
-

# Preview SCPS - Domain 1: Classroom Strategies and Behaviors

Teacher asks students to create mnemonics that organize the content

## Student Evidence:

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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Reflecting on Learning

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

## Evidence:

### 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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Student Interview

Student Questions

Student Questions

## 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?**

## DQ3: Helping Students Practice and Deepen New Knowledge

## Reviewing Content

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

### Evidence:

#### 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Organizing Students to Practice and Deepen Knowledge

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

### Evidence:

#### 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

## 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.

### Evidence:

#### 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Examining Similarities and Differences

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

### Evidence:

#### 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

## 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.

### Evidence:

#### 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## 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.

### Evidence:

#### 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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Revising Knowledge

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

**Evidence:****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

**Resources:**

[Scale](#) | [Reflection Questions](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Student Interview

Student Questions

Student Questions

**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?**

## DQ4: Helping Students Generate and Test Hypotheses

---

### 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.

**Evidence:****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

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## 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.

**Evidence:****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, experiential inquiry, or investigation

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Providing Students with Resources and Guidance

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

**Evidence:****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 generating and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

**Student Evidence:**

# Preview SCPS - Domain 1: Classroom Strategies and Behaviors

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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Student Interview

Student Questions

Student Questions

## 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?**

## Lesson Segments Enacted on the Spot

### DQ5: Engaging Students

---

## Noticing & Reacting when Students are not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

## Evidence:

### Teacher Evidence:

- Teacher notices when specific students or groups of students are not engaged
- Teacher notices when the energy level in the room is low
- Teacher takes action to re-engage students

### Student Evidence:

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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

## Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

### Evidence:

#### Teacher Evidence:

- Teacher uses structured games such as Jeopardy, Family Feud, and the like
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games

#### Student Evidence:

- Students engage in the games with some enthusiasm
- When asked, students can explain how the games keep their interest and help them learn or remember content

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

### Evidence:

#### Teacher Evidence:

- Teacher uses wait time
- Teacher uses response cards
- Teacher has students use hand signals to respond to questions
- Teacher uses choral response
- Teacher uses technology to keep track of students' responses
- Teacher uses response chaining

#### Student Evidence:

- Multiple students or the entire class responds to questions posed by the teacher
- When asked, students can describe their thinking about specific questions posed by the teacher

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Using Physical Movement

# Preview SCPS - Domain 1: Classroom Strategies and Behaviors

The teacher uses physical movement to maintain student engagement.

## Evidence:

### Teacher Evidence:

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

### Student Evidence:

- Students engage in the physical activities designed by the teacher
- When asked, students can explain how the physical movement keeps their interest and helps them learn

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

## Evidence:

### Teacher Evidence:

- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e. speeds up and slows down)

### Student Evidence:

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

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

## Evidence:

### Teacher Evidence:

-

# Preview SCPS - Domain 1: Classroom Strategies and Behaviors

Teacher describes personal experiences that relate to the content

- Teacher signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- Teacher overtly adjusts energy level

### Student Evidence:

- When asked, students say that the teacher "likes the content" and "likes teaching"
- Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Using Friendly Controversy Among Students (Team Talk)

The teacher uses friendly controversy techniques to maintain student engagement.

### Evidence:

#### Teacher Evidence:

- Teacher structures mini-debates about the content
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class

#### Student Evidence:

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

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Providing Opportunities for Students to Appropriately Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

### Evidence:

#### Teacher Evidence:

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

**Student Evidence:**

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

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

**Evidence:****Teacher Evidence:**

- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher engages students in activities like "Believe it or not" about the content
- Teacher uses guest speakers to provide unusual information about the content

**Student Evidence:**

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

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Student Interview

Student Questions

Student Questions

**Student Questions**

**How engaged were you in this lesson?**

**What are some things that keep your attention?**

**What are some things that made you bored?**

## DQ7: Recognizing Adherence to Rules and Procedures

---

### Demonstrating "Withitness"

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

#### Evidence:

##### Teacher Evidence:

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

##### Student Evidence:

- Students recognize that the teacher is aware of their behavior
- When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

#### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

#### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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### Applying Consequences for Lack of Adherence to Rules and Procedures

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

#### Evidence:

##### Teacher Evidence:

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

##### Student Evidence:

- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- When asked, students describe the teacher as fair in application of rules

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Acknowledging Adherence to Rules and Procedures

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

### Evidence:

#### Teacher Evidence:

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

#### Student Evidence:

- Students appear appreciative of the teacher acknowledging their positive behavior
- When asked, students describe teacher as appreciative of their good behavior
- The number of students adhering to rules and procedure increases

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

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## Student Interview

Student Questions

Student Questions

### Student Questions

**How well did you do at following classroom rules and procedures during this lesson?**

**What are some things that helped you follow the rules and procedures?**

**What are some things that didn't help you follow the rules and procedures?**



## DQ8: Establishing and Maintaining Effective Relationships with Students

---

### Acknowledging Students' Interests and Background

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

**Evidence:**

**Teacher Evidence:**

- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

**Student Evidence:**

- When asked, students describe the teacher as someone who knows them and/or is interested in them
- Students respond when teacher demonstrates understanding of their interests and background
- When asked, students say they feel accepted

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

---

### Exhibiting Rapport and Understanding with Students

When appropriate the teacher uses verbal and nonverbal behavior that indicates caring for students.

**Evidence:**

**Teacher Evidence:**

- Teacher compliments students regarding academic and personal accomplishments
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles, nods, (etc) at students when appropriate
- Teacher puts hand on students' shoulders when appropriate

**Student Evidence:**

- When asked, students describe teacher as someone who cares for them
- Students respond to teacher's verbal interactions
- Students respond to teacher's nonverbal interactions

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

## Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

### Evidence:

#### Teacher Evidence:

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

#### Student Evidence:

- Students are settled by the teacher's calm demeanor
- When asked, students describe the teacher as in control of himself/herself and in control of the class
- When asked, students say that the teacher does not hold grudges or take things personally

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

## Student Interview

Student Questions

Student Questions

### Student Questions

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

## DQ9: Communicating High Expectations for All Students

---

### Demonstrating Value and Respect for All Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

### Evidence:

#### Teacher Evidence:

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides low expectancy with nonverbal indications that they are valued and respected:
  - Makes eye contact

# Preview SCPS - Domain 1: Classroom Strategies and Behaviors

- Smiles
- Makes appropriate physical contact
- The teacher provides low expectancy students with verbal indications that they are valued and respected:
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students

## Student Evidence:

- When asked, students say that the teacher cares for all students
- Students treat each other with respect

## Resources:

[Scale](#) | [Reflection Questions](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

---

## Asking Questions of All Students

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

## Evidence:

### Teacher Evidence:

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

### Student Evidence:

- When asked, students say the teacher expects everyone to participate
- When asked, students say the teacher asks difficult questions of everyone

## Resources:

[Scale](#) | [Reflection Questions](#)

## Scale:

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

---

## Probing Incorrect Answers with All Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

## Evidence:

### Teacher Evidence:

- Teacher asks low expectancy students to further explain their answers when they are incorrect
- Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- When low expectancy students demonstrate frustration the teacher allows them to collect their thoughts but goes back to them at a later point in time

**Student Evidence:**

- When asked, students say that the teacher won't "let you off the hook"
- When asked, students say that the teacher "won't give up on you"
- When asked, students say the teacher helps them answer questions successfully

**Resources:**

[Scale](#) | [Reflection Questions](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

---

**Student Interview**

Student Questions

Student Questions

**Student Questions**

**How much were all students challenged during today's lesson?**

**What are some things that you've done to challenge all students?**

**General Assessment**

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**General Assessment**

Yes   No

**Date of Classroom Observation**

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**Date of Classroom Observation**

**Signatures**

**Observer Signature:**

**Date:**

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**Learner Signature:**

**Date:**

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## SCPS – Domain 2: Common Responsibilities, Teachers (Rev. 07/13)

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### Domain 2: Planning and Preparing

#### Planning and Preparing for Lessons and Units

1. [Effective Scaffolding of Information within Lessons](#)
2. [Lessons within Units](#)
3. [Attention to Established Content Standards](#)

#### Planning and Preparing for Use of Resources and Technology

4. [Use of Available Traditional Resources](#)
5. [Use of Available Technology](#)

#### Planning and Preparing for the Needs of English Language Learners

6. [Needs of English Language Learners](#)

#### Planning and Preparing for the Needs of Students Receiving Special Education

7. [Needs of Special Education Students](#)

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

8. [Needs of Students Who Lack Support for Schooling](#)

### General Assessment

20. [General Assessment](#)

### Domain 3: Reflecting on Teaching

#### Evaluating Personal Performance

9. [Identifying Areas of Pedagogical Strength and Weakness](#)
10. [Evaluating the Effectiveness of Individual Lessons and Units](#)
11. [Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors](#)

#### Developing and Implementing a Professional Growth Plan

12. [Developing a Written Growth and Development Plan](#)
13. [Monitoring Progress Relative to the Professional Growth and Development Plan](#)

### Domain 4: Collegiality and Professionalism

#### Promoting a Positive Environment

14. [Demonstrates Positive Interactions with Colleagues](#)
15. [Demonstrates Positive Interactions with Students and Parents](#)

#### Promoting Exchange of Ideas and Strategies

16. [Seeking Mentorship for Areas of Need or Interest](#)
17. [Mentoring Other Teachers and Sharing Ideas and Strategies](#)

#### Promoting District and School Development

18. [Adhering to District and School Rules and Procedures](#)
19. [Participating in District and School Initiatives](#)

## Domain 2: Planning and Preparing

### Planning and Preparing for Lessons and Units

---

#### Effective Scaffolding of Information within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

**Evidence:**

**Planning Evidence:**

- Content is organized to build upon previous information
- Presentation of content is logical and progresses from simple to complex
- Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units
- The plan anticipates potential confusions that students may experience

**Teacher Evidence:**

- When asked, the teacher can describe the rationale for how the content is organized
- When asked, the teacher can describe the rationale for the sequence of instruction
- When asked, the teacher can describe how content is related to previous lessons, units or other content
- When asked, the teacher can describe possible confusions that may impact the lesson or unit

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

**Lessons within Units**

The teacher organizes lessons within units to progress toward a deep understanding of content.

**Evidence:**

**Planning Evidence:**

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

**Teacher Evidence:**

- When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content
- When asked, the teacher can describe how students will make choices and take initiative
- When asked, the teacher can describe how learning will be extended

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

**Attention to Established Content Standards**

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

**Evidence:**

**Planning Evidence:**

- Lesson and unit plans include important content identified by the district (scope)
- Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district

**Teacher Evidence:**

- When asked, the teacher can identify or reference the important content (scope) identified by the district
- When asked, the teacher can describe the sequence of the content to be taught as identified by the district

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

## Planning and Preparing for Use of Resources and Technology

---

### Use of Available Traditional Resources

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

**Evidence:**

**Planning Evidence:**

- The plan outlines resources within the classroom that will be used to enhance students' understanding of the content
- The plan outlines resources within the school that will be used to enhance students' understanding of the content
- The plan outlines resources within the community that will be used to enhance students' understanding of the content

**Teacher Evidence:**

- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

### Use of Available Technology

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

**Evidence:**

**Planning Evidence:**

- The plan identifies available technology that will be used:
  - Interactive whiteboards
  - Response systems



- Voting technologies
- One-to-one computers
- Social networking sites
- Blogs
- Wikis
- Discussion Boards

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

**Teacher Evidence:**

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

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

## Planning and Preparing for the Needs of English Language Learners

---

### Needs of English Language Learners

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

**Evidence:**

**Planning Evidence:**

- The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson
- The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction

**Teacher Evidence:**

- When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson
- When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+   Highly Effective   Effective   Needs Improvement/Developing   Unsatisfactory   Not Applicable

## Planning and Preparing for the Needs of Students Receiving Special Education

---

### Needs of Special Education Students

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

**Evidence:**

**Planning Evidence:**

- The plan describes accommodations and/or modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson
- The plan describes the accommodations and/or modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction

**Teacher Evidence:**

- When asked, the teacher can describe the specific accommodations and/or modifications that must be made for individual special education students or groups of students according to their IEP for a lesson
- When asked, the teacher can describe the specific accommodations and/or modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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

---

### Needs of Students Who Lack Support for Schooling

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

**Evidence:**

**Planning Evidence:**

- The plan provides for the needs of students who come from home environments that offer little support for schooling
- When assigning homework, the teacher takes into consideration the students' family resources
- When communicating with the home, the teacher takes into consideration family and language resources

**Teacher Evidence:**

- When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
- When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework
- When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

## Domain 3: Reflecting on Teaching

## Evaluating Personal Performance

---

### Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

#### Evidence:

##### Teacher Evidence:

- The teacher identifies specific areas of strengths and weaknesses within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

#### Resources:

[Scale](#)

#### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

## Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

#### Evidence:

##### Teacher Evidence:

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

#### Resources:

[Scale](#)

#### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

## Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

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

#### Evidence:

##### Teacher Evidence:

-

The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)

- The teacher provides a written analysis of specific causes of success or difficulty
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

## Developing and Implementing a Professional Growth Plan

### Developing a Written Growth and Development Plan

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

**Evidence:**

**Teacher Evidence:**

- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

## Monitoring Progress Relative to the Professional Growth and Development Plan

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

**Evidence:**

**Teacher Evidence:**

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

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

## Domain 4: Collegiality and Professionalism

### Promoting a Positive Environment

---

#### Demonstrates Positive Interactions with Colleagues

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

**Evidence:**

**Teacher Evidence:**

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

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

#### Demonstrates Positive Interactions with Students and Parents

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

**Evidence:**

**Teacher Evidence:**

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents
- When asked, students and parents can describe how the teacher interacted positively with them
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

## Promoting Exchange of Ideas and Strategies

---

### Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

**Evidence:**

**Teacher Evidence:**

- The teacher keeps track of specific situations during which he or she has sought mentorship from others
- The teacher actively seeks help and input in Professional Learning Community meetings
- The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

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## Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

**Evidence:**

**Teacher Evidence:**

- The teacher keeps tracks of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- When asked, the teacher can describe specific situations in which he or she has mentored colleagues

**Resources:**

[Scale](#)

**Scale:**

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

## Promoting District and School Development

## Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

### Evidence:

#### Teacher Evidence:

- The teacher performs assigned duties
- The teacher follows policies, regulations and procedures
- The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher keeps track of specific situations in which he or she adheres to rules and procedures

### Resources:

[Scale](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

---

## Participating in District and School Initiatives

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

### Evidence:

#### Teacher Evidence:

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

### Resources:

[Scale](#)

### Scale:

Highly Effective+    Highly Effective    Effective    Needs Improvement/Developing    Unsatisfactory    Not Applicable

## General Assessment

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### General Assessment

Yes No

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### Signatures

**Observer Signature:**

**Date:**

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**Learner Signature:**

**Date:**

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**SEMINOLE COUNTY  
PUBLIC SCHOOLS**

BILL VOGEL, Ed.D.  
*Superintendent*

**Educational Support Center**  
400 E. Lake Mary Boulevard  
Sanford, Florida 32773-7127  
Phone: (407) 320-0000  
Fax: (407) 320-0281

**SCHOOL BOARD**  
DEDE SCHAFFNER  
*Chairman*

SYLVIA POND  
*Vice Chairman*

KAREN ALMOND  
*Board Member*

DIANE BAUER  
*Board Member*

TINA CALDERONE  
*Board Member*

May 24, 2011

To Whom It May Concern:

Seminole County Public Schools and the Seminole Education Association have been working cooperatively and diligently in an effort to meet the requirements of Race to the Top and the recently legislated Student Success Act. A committee of 32 teachers was selected by the Seminole Education Association to work on the redevelopment of Seminole County Public School's teacher evaluation process. Our teacher committee worked with our Race to the Top Coordinator, the Director of Employee Relations, the Executive Director of Human Resources, the Deputy Superintendent of Excellence and Equity, the President of the Seminole Education Association, Executive Director of Seminole UniServ, and selected school-level principals in determining how to most effectively implement the many new requirements for which we are held accountable.

It is the intent of both the School Board of Seminole County and the Seminole Education Association to continue to work together through our committee process and through the collective bargaining process as needed to implement the requirements of the Student Success Act and the Race to the Top Grant. Seminole County Public Schools and the Seminole Education Association have agreed to begin the official bargaining process effective June 1, 2011, with the goal of completing the bargaining process as it relates to teacher evaluation by August 9, 2011.

Sincerely,

Bill Vogel  
Superintendent,  
Seminole County Public Schools

Gay Parker  
President,  
Seminole Education  
Association

**Form: SCPS – Student Academic/Behavior Support Domain 1 (Rev. 07/13)**

- 1 **Indicator Text:** Identifies and monitors progress of individual students.
  - a **Highly Effective:** Identifies and monitors progress of individual students AND provides positive and appropriate interventions as needed.
  - b **Effective:** Identifies and monitors progress of individual students.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 **Indicator Text:** Provides recognition of individual students.
  - a **Highly Effective:** Provides recognition of individual students AND facilitates school and/or class wide celebration of student accomplishments.
  - b **Effective:** Provides recognition of individual students.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 3 **Indicator Text:** Provides information, support, and recommendations to parents/caregivers and other school staff regarding student data.
  - a **Highly Effective:** Provides information, support, and recommendations to parents/caregivers and other school staff regarding student data AND takes initiative to respond to relevant trends based on global and/or group data.
  - b **Effective:** Provides information, support, and recommendations to parents/caregivers and other school staff regarding student data.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 4 **Indicator Text:** Acquires and provides appropriate resources to students and parents.
  - a **Highly Effective:** Acquires and provides appropriate resources to students and parents AND takes initiative to identify student needs and provide support and appropriate advice.
  - b **Effective:** Acquires and provides appropriate resources to students and parents.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 5 **Indicator Text:** Identifies appropriate interventions to discourage inattentive behavior
  - a **Highly Effective:** Identifies appropriate interventions to discourage inattentive behavior AND implements interventions that enhance student achievement.
  - b **Effective:** Identifies appropriate interventions to discourage inattentive behavior.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 6 **Indicator Text:** Applies appropriate, consistent consequences for lack of adherence to rules and procedures.
  - a **Highly Effective:** Applies appropriate, consistent consequences for lack of adherence to rules and procedures AND provides support that encourages positive student interactions.
  - b **Effective:** Applies appropriate, consistent consequences for lack of adherence to rules and procedures.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 7 **Indicator Text:** Demonstrates value, rapport, respect and understanding for all students.
- a **Highly Effective:** Demonstrates value, rapport, respect and understanding for all students AND encourages students to demonstrate respect for the rights of others.
  - b **Effective:** Demonstrates value, rapport, respect and understanding for all students.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 8 **Indicator Text:** Displays sound judgment, control and decision making ability.
- a **Highly Effective:** Displays sound judgment, control and decision making ability AND mediates situations to enhance a positive student learning environment.
  - b **Effective:** Displays sound judgment, control and decision making ability.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 9 **Indicator Text:** Assists with the supervision of school facilities and student activities on and/or off campus.
- a **Highly Effective:** Assists with the supervision of school facilities and student activities on and/or off campus AND takes initiative to coordinate facility use and student activities.
  - b **Effective:** Assists with the supervision of school facilities and student activities on and/or off campus.
  - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

10 **Indicator Text:** Collaborates among home, school and larger community.

- a **Highly Effective:** Collaborates among home, school and larger community AND takes initiative to develop sustainable partnerships that enhance student achievement.
- b **Effective:** Collaborates among home, school and larger community.
- c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS - Educational Technology Facilitator Domain 1 (Rev. 07/13)**

- 1 Indicator Text:** Provides support for the application of technology to meet instructional needs.
  - a Highly Effective:** Provides support for the application of technology to meet instructional needs AND communicates future instructional technology needs.
  - b Effective:** Provides support for the application of technology to meet instructional needs.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text:** Models effective uses of appropriate instructional technology for teachers and students.
  - a Highly Effective:** Models effective uses of appropriate instructional technology for teachers and students AND follows-up to support instructional implementation.
  - b Effective:** Models effective uses of appropriate instructional technology for teachers and students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**3 Indicator Text:** Supports the network specialist in minor troubleshooting of software, hardware, and cabling to support instructional technology.

**a Highly Effective:** Supports the network specialist in minor troubleshooting of software, hardware, and cabling AND monitors the integrity of hardware or software.

**b Effective:** Supports the network specialist in minor troubleshooting of software, hardware, and cabling to support instructional technology.

**c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.

**d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**4 Indicator Text:** Researches new and emerging technologies to support instructional goals.

**a Highly Effective:** Researches new and emerging technologies to support instructional goals AND shares research with instructional staff.

**b Effective:** Researches new and emerging technologies to support instructional goals.

**c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.

**d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 5 Indicator Text:** Assists staff with the use of computer labs, including training, scheduling, managing computer resources for instructional technology, and computer-based testing.
- a Highly Effective:** Assists staff with the use of computer labs, including training, scheduling, managing computer resources for instructional technology, and computer-based testing AND monitors school instructional technology resources for efficient use.
  - b Effective:** Assists staff with the use of computer labs, including training, scheduling, managing computer resources for instructional technology and computer-based testing.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 6 Indicator Text:** Develops and/or facilitates instructional technology professional development.
- a Highly Effective:** Develops and/or facilitates instructional technology professional development AND follows-up to identify and implement additional training needs.
  - b Effective:** Develops and/or facilitates instructional technology professional development.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



- 7 Indicator Text:** Coordinates the design, posting, and maintenance of the school web presence (i.e. websites, Twitter, Facebook, Skyward) to facilitate communication.
- a Highly Effective:** Coordinates the design, posting, and maintenance of the school web presence (i.e. websites, Twitter, Facebook, Skyward) to facilitate communication AND monitors the extent to which communication methods are used.
  - b Effective:** Coordinates the design, posting, and maintenance of the school web presence (i.e. websites, Twitter, Facebook, Skyward) to facilitate communication.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 8 Indicator Text:** Develops instructions and procedures for the use of hardware and software.
- a Highly Effective:** Develops instructions and procedures for the use of hardware and software AND follows-up with ongoing support.
  - b Effective:** Develops instructions and procedures for the use of hardware and software.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 9 Indicator Text:** Participates in budget decisions related to instructional technology.
- a Highly Effective:** Participates in budget decisions related to instructional technology AND recommends strategies for more efficient use of funds.
  - b Effective:** Participates in budget decisions related to instructional technology.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text:** Supports and/or facilitates technology-related needs for special events.

- a Highly Effective:** Supports and/or facilitates technology-related needs for special events AND follows-up with recommendations to improve future events.
- b Effective:** Supports and/or facilitates technology-related needs for special events.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Indicator Text:** Supports staff with the formatting of and access to instructional data.

- a Highly Effective:** Supports staff with the formatting of and access to instructional data AND follows-up with staff to ensure formatting/access data needs are met.
- b Effective:** Supports staff with the formatting of and access to instructional data.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Indicator Text:** Supports the instructional and administrative staff in meeting computer-based testing requirements.

- a Highly Effective:** Supports the instructional and administrative staff in meeting computer-based testing requirements AND follows-up with continuous improvement recommendations to school leaders.
- b Effective:** Supports the instructional and administrative staff in meeting computer-based testing requirements.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**13 Indicator Text:** Coordinates and/or participates in instructional technology projects.

- a Highly Effective:** Coordinates and/or participates in instructional technology projects AND monitors regularly to ensure successful completion.
- b Effective:** Coordinates and/or participates in instructional technology projects.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS – Instructional Coach Domain 1 (Rev. 07/13)**

- 1 Indicator Text:** Facilitates and assists teachers in the analysis and interpretation of data from multiple assessments to diagnose student learning needs and inform instruction based on these needs.
  - a Highly Effective:** Facilitates and assists teachers in the analysis and interpretation of data from multiple assessments to diagnose student learning needs and inform instruction AND provides follow-up support to continually modify instruction based on student needs.
  - b Effective:** Facilitates and assists teachers in the analysis and interpretation of data from multiple assessments to diagnose student learning needs and inform instruction based on these needs.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text:** Identifies school-wide academic trends and provides recommendations for strategic action.
  - a Highly Effective:** Identifies school-wide academic trends and provides recommendations for strategic action AND facilitates a process for addressing targeted trends.
  - b Effective:** Identifies school-wide academic trends and provides recommendations for strategic action.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 Indicator Text:** Applies technology to organize and disseminate academic data.

  - a Highly Effective:** Applies technology to organize and disseminate academic data AND triangulates data from multiple sources.
  - b Effective:** Applies technology to organize and disseminate academic data.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 4 Indicator Text:** Supports teachers in the development and communication of learning goals and feedback (DQ 1)

  - a Highly Effective:** Supports teachers in the development and communication of learning goals and feedback AND monitors for continuous improvement.
  - b Effective:** Supports teachers in the development and communication of learning goals and feedback.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 5 Indicator Text:** Supports teachers in the establishment of classroom rules and procedures with teachers (DQ 6).

  - a Highly Effective:** Supports teachers in the establishment of classroom rules and procedures with teachers AND monitors for continuous improvement.
  - b Effective:** Supports teachers in the establishment of classroom rules and procedures with teachers
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**6 Indicator Text:** Supports teachers in helping students interact with new knowledge (DQ 2).

- a Highly Effective:** Supports teachers in helping students interact with new knowledge AND monitors for continuous improvement.
- b Effective:** Supports teachers in helping students interact with new knowledge.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**7 Indicator Text:** Supports teachers in helping students practice and deepen new knowledge (DQ 3).

- a Highly Effective:** Supports teachers in helping students practice and deepen new knowledge AND monitors for continuous progress.
- b Effective:** Supports teachers in helping students practice and deepen new knowledge.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**8 Indicator Text:** Supports teachers in helping students generate and test hypotheses (DQ 4).

- a Highly Effective:** Supports teachers in helping students generate and test hypotheses AND monitors for continuous progress.
- b Effective:** Support teachers in helping students generate and test hypotheses.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 9 Indicator Text:** Supports teachers in engaging students (DQ 5).
- a Highly Effective:** Supports teachers in engaging students AND monitors for continuous improvement.
  - b Effective:** Supports teachers in engaging students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 10 Indicator Text:** Supports teachers in establishing and maintaining effective relationships with students (DQ 8).
- a Highly Effective:** Supports teachers in establishing and maintaining effective relationships with students AND monitors for continuous progress.
  - b Effective:** Supports teachers in establishing and maintaining effective relationships with students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 11 Indicator Text:** Supports teachers in communicating high expectations for all students (DQ 9).
- a Highly Effective:** Supports teachers in communicating high expectations for all students AND monitors for continuous progress.
  - b Effective:** Supports teachers in communicating high expectations for all students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Indicator Text:** Supports teachers in the development of effective pedagogical practices.

- a Highly Effective:** Supports teachers in the development of effective pedagogical practices AND monitors for continuous progress.
- b Effective:** Supports teachers in the development of effective pedagogical practices.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**13 Indicator Text:** Supports teachers with strategies to maintain rigorous curriculum pacing.

- a Highly Effective:** Supports teachers with strategies to maintain rigorous curriculum pacing AND monitors for continuous alignment.
- b Effective:** Support teachers with strategies to maintain rigorous curriculum pacing.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



**Form: SCPS – Media Specialist Domain 1 (Rev. 07/13)**

- 1 Indicator Text:** Plans, implements, and supervises the school library media program.
  - a Highly Effective:** Plans, implements, and supervises the school library media program AND makes modifications to the program to enhance program effectiveness.
  - b Effective:** Plans, implements, and supervises the school library media program.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text:** Provides an environment conducive to inquiry, research, and study.
  - a Highly Effective:** Provides an environment conducive to inquiry, research, and study AND monitors for this result, making modifications as needed.
  - b Effective:** Provides an environment conducive to inquiry, research, and study.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 3 Indicator Text:** Plans for and monitors the use of funds for the school library media program.
  - a Highly Effective:** Plans for and monitors the use of funds for the school library media program AND elicits input from instructional leaders.
  - b Effective:** Plans for and monitors the use of funds for the school library media program.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**4 Indicator Text:** Maintains an accurate inventory and circulation database for use of the library media center materials.

- a Highly Effective:** Completes inventory as required, and updates circulation system AND uses collection analysis to make informed decisions.
- b Effective:** Completes inventory as required, and updates circulation system.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**5 Indicator Text:** Collaborates with faculty to integrate information literacy skills to support learning.

- a Highly Effective:** Collaborates with faculty to integrate information literacy skills to support learning AND plans, implements, and/or leads professional development on these skills.
- b Effective:** Collaborates with faculty to integrate information literacy skills to support learning.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**6 Indicator Text:** Plans and provides instruction in the selection and use of library media center resources for all learners.

- a Highly Effective:** Develops lesson plans and provides instruction in the selection and use of library media center resources AND monitors for effective use of these resources.
- b Effective:** Develops lesson plans and provides instruction in the selection and use of library media center resources.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 7 Indicator Text:** Develops, implements, and updates library media center policies and procedures to support the school's mission, vision, and beliefs.
- a Highly Effective:** Develops, implements, and updates library media center policies and procedures to support the school's mission, vision, and beliefs AND can articulate the need for specific rules and procedures to others.
  - b Effective:** Develops, implements, and updates library and media center policies and procedures to support the school's mission, vision, and beliefs.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 8 Indicator Text:** Evaluates, selects, and acquires diverse materials for the library media collection to support **the** standards and needs of all learners.
- a Highly Effective:** Uses professional literature, current research, and reviews to evaluate and acquire library media materials **to support the standards** and needs of all learners AND sustains collection relevance.
  - b Effective:** Uses professional literature, current research, and reviews to evaluate and acquire library media materials **to support the standards** and needs of all learners.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**9 Indicator Text:** Engages the school community in promoting, evaluating, and providing feedback on the library media program.

- a Highly Effective:** Engages the school community in promoting, evaluating, and providing feedback on the library media program AND makes changes that enhance the quality of the library media program.
- b Effective:** Engages the school community in promoting, evaluating, and providing feedback on the library media program.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text:** Plans for and guides research instruction integrating multiple sources of information presented in diverse media formats.

- a Highly Effective:** Creates and delivers research instruction providing opportunities for learners to use multiple sources of information presented in diverse media formats AND mentors and/or trains others to use this knowledge and/or these skills.
- b Effective:** Creates and delivers research instruction providing opportunities for learners to use multiple sources of information presented in diverse media formats.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS - Occupational & Physical Therapist Domain 1 (Rev. 07/13)**

- 1 Indicator Text:** Demonstrates proficient use of diagnostic assessment materials and procedures, and/or clinical observations in the areas of OT or PT.
  - a Highly Effective:** Demonstrates proficient use of diagnostic assessment materials and procedures, and/or clinical observations in the areas of OT or PT AND is able to adapt evaluation methods and tools to meet the specialized needs of the student.
  - b Effective:** Demonstrates proficient use of diagnostic assessment materials and procedures, and/or clinical observations in the areas of OT or PT.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text:** Documents, analyzes, and interprets data and reports results in a clear and understandable manner.
  - a Highly Effective:** Documents, analyzes, and interprets data and reports results in a clear and understandable manner AND synthesizes information with parents, students, and school staff to enhance team decision making.
  - b Effective:** Documents, analyzes, and interprets data and reports results in a clear and understandable manner.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**3 Indicator Text:** Collaborates to provide support to the development of Individual Education Plans (IEPs) that are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement.

**a Highly Effective:** Collaborates to provide support to the development of Individual Education Plans (IEPs) that are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement AND proactively initiates communication about student needs to students' teachers and other school staff.

**b Effective:** Collaborates to provide support to the development of Individual Education Plans (IEPs) that are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement.

**c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.

**d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**4 Indicator Text:** Presents individualized learning objectives to each student.

**a Highly Effective:** Provides an introduction to individualized learning objectives AND monitors students for their understanding of therapy learning objectives, as appropriate based on student level.

**b Effective:** Provides an introduction to individualized learning objectives.

**c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.

**d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 5 Indicator Text:** Differentiates therapy activities targeting IEP goals of individual students
- a Highly Effective:** Differentiates therapy activities targeting IEP goals of individual students AND adjusts activities as the lesson unfolds to meet student needs.
  - b Effective:** Differentiates therapy activities targeting IEP goals of individual students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 6 Indicator Text:** Provides feedback during OT/PT intervention for correct and incorrect responses.
- a Highly Effective:** Provides feedback during OT/PT intervention for correct and incorrect responses AND adapts feedback to influence student response.
  - b Effective:** Provides feedback during OT/PT intervention for correct and incorrect responses.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 7 Indicator Text:** Engages all students throughout the OT/PT interventions.
- a Highly Effective:** Engages all students throughout the OT/PT interventions AND adapts level of support to meet individualized student needs based on progress.
  - b Effective:** Engages all students throughout the OT/PT interventions.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 8 Indicator Text:** Collects clinical and classroom data to track student progress.
- a Highly Effective:** Collects clinical and classroom data to track student progress AND synthesizes and reports data to parents, students, and school staff.
  - b Effective:** Collects clinical and classroom data to track student progress.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



**9 Indicator Text:** Plans, implements, and shares a schedule within the organizational framework of the school for providing therapy, consultation, and student management.

- a Highly Effective:** Plans, implements, and shares a schedule within the organizational framework of the school for providing therapy, consultation, and student management AND demonstrates flexibility to meet school scheduling demands.
- b Effective:** Plans, implements, and shares a schedule within the organizational framework of the school for providing therapy, consultation, and student management.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text:** Acknowledges student adherence, and applies consequences for lack of adherence, to rules and procedures.

- a Highly Effective:** Acknowledges student adherence, and applies consequences for lack of adherence, to rules and procedures AND demonstrates and/or reinforces clear expectations of student behavior.
- b Effective:** Acknowledges student adherence, and applies consequences for lack of adherence, to rules and procedures.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Indicator Text:** Obtains additional or supplementary information from appropriate persons, agencies, and/or available records.

- a Highly Effective:** Obtains additional or supplementary information from appropriate persons, agencies, and/or available records AND synthesizes information with parents, students, and school staff to enhance team decision making.
- b Effective:** Obtains additional or supplementary information from appropriate persons, agencies, and/or available records.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS – Guidance Counselor Domain 1 (Rev. 07/13)**

**1 Indicator Text: Interprets comprehensive student information, including test data, to students, parents, teachers, and administrators.**

- a Highly Effective:** Interprets comprehensive student information, including test data, to students, parents, teachers, and administrators AND shares, mentors, and/or trains others to use this information.
- b Effective:** Interprets comprehensive student information, including test data, to students, parents, teachers, and administrators.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**2 Indicator Text: Utilizes appropriate assessments to monitor learning.**

- a Highly Effective:** Utilizes appropriate assessments to monitor learning AND shares, mentors, and/or trains others in this activity.
- b Effective:** Utilizes appropriate assessments to monitor learning.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**3 Indicator Text: Uses data collaboratively to evaluate learning needs and adjust planning to improve effectiveness.**

- a Highly Effective:** Uses data collaboratively to evaluate learning needs and adjust planning to improve effectiveness AND plans, implements and/or leads these activities.
- b Effective:** Uses data collaboratively to evaluate learning needs and adjust planning to improve effectiveness.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**4 Indicator Text: Identifies gaps in students' learning.**

- a Highly Effective:** Identifies gaps in students' learning AND takes initiative to research and identify additional resources that meet student needs.
- b Effective:** Identifies gaps in students' learning.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**5 Indicator Text: Facilitates appropriate educational placement for students with special needs by coordinating referral procedures.**

- a Highly Effective:** Facilitates appropriate educational placement for students with special needs by coordinating referral procedures AND self-monitors for, and/or shares, methods of efficient completion.
- b Effective:** Facilitates appropriate educational placement for students with special needs by coordinating referral procedures.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**6 Indicator Text: Assists students in relating and integrating life skills with life experiences.**

- a Highly Effective:** Assists students in relating and integrating life skills with life experiences AND provides specific opportunities for students to practice strategies that integrate life skills with life experiences.
- b Effective:** Assists students in relating and integrating life skills with life experiences.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**7 Indicator Text: Differentiates counseling and instruction based on student learning needs and individual student differences.**

- a Highly Effective:** Differentiates counseling and instruction based on student learning needs and individual student differences AND articulates the need for differentiation of services to all stakeholders.
- b Effective:** Differentiates counseling and instruction based on student learning needs and individual student differences.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**8 Indicator Text: Supports, encourages and provides feedback to all stakeholders to promote student achievement.**

- a Highly Effective:** Supports, encourages and provides feedback to all stakeholders to promote student achievement AND provides specific opportunities for students and/or parents by planning, initiating and/or leading activities targeted toward student achievement.
- b Effective:** Supports, encourages and provides feedback to all stakeholders to promote student achievement.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**9 Indicator Text: Conveys high expectations to ALL students.**

- a Highly Effective:** Conveys high expectations to ALL students AND monitors the extent to which this action impacts student progress and/or achievement.
- b Effective:** Conveys high expectations to ALL students.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text: Models clear and appropriate communication skills.**

- a Highly Effective:** Models clear and appropriate communication skills AND acts as a facilitator to foster positive interactions among all school stakeholders.
- b Effective:** Models clear and appropriate communication skills.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Indicator Text: Maintains a climate of openness, inquiry, fairness, and support.**

- a Highly Effective:** Maintains a climate of openness, inquiry, fairness, and support AND acts as a facilitator to foster professional relationships to promote and support learning.
- b Effective:** Maintains a climate of openness, inquiry, fairness, and support.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Indicator Text: Evaluates the effectiveness of specific counseling strategies and professional behaviors.**

- a Highly Effective:** Evaluates the effectiveness of specific counseling strategies and professional behaviors AND makes modifications or adaptations as needed to promote student growth.
- b Effective:** Evaluates the effectiveness of specific counseling strategies and professional behaviors.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**13 Indicator Text: Provides consultation to parents and teachers with regard to meeting needs of students.**

- a Highly Effective:** Provides consultation to parents and teachers with regard to meeting the needs of students AND takes initiative to research and locate additional resources that meet student needs.
- b Effective:** Provides consultation to parents and teachers with regard to meeting needs of students.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**14 Indicator Text: Fulfills assigned responsibilities dependably and efficiently.**

- a Highly Effective:** Fulfills assigned responsibilities dependably and efficiently AND senses need and takes initiative.
- b Effective:** Fulfills assigned responsibilities dependably and efficiently.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



**Form: SCPS - School Nurse Domain 1 (Rev. 07/13)**

- 1 Indicator Text:** Displays working knowledge of normal and abnormal health of school-age children.
  - a Highly Effective:** Displays working knowledge of normal and abnormal health of school-age children AND seeks further knowledge and shares appropriately.
  - b Effective:** Displays working knowledge of normal and abnormal health of school-age children.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text:** Collects statistical data pertinent to student health and reports appropriately.
  - a Highly Effective:** Collects statistical data pertinent to student health and reports appropriately AND utilizes the data to increase the quality of student health services.
  - b Effective:** Collects statistical data pertinent to student health and reports appropriately.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 Indicator Text:** Assesses student health needs through observation, screening, interview, and review of records.
- a Highly Effective:** Assesses student health needs through observation, screening, interview, and review of records AND develops strategies to meet student health needs.
  - b Effective:** Assesses student health needs through observation, screening, interview, and review of records.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 4 Indicator Text:** Analyzes assessment data to determine nursing diagnoses for care plan development.
- a Highly Effective:** Analyzes assessment data to determine nursing diagnoses for care plan development AND serves as a resource to others in care plan development.
  - b Effective:** Analyzes assessment data to determine nursing diagnoses for care plan development.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 5 Indicator Text:** Responds to requests for classroom presentations on health.
- a Highly Effective:** Responds to requests for classroom presentations on health AND seeks additional opportunities to make classroom presentations.
  - b Effective:** Responds to requests for classroom presentations on health.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 6 Indicator Text:** Communicates with health care providers in the community to coordinate health care of students.
- a Highly Effective:** Communicates with health care providers in the community to coordinate health care of students AND establishes and maintains cooperative community relationships to improve student health.
  - b Effective:** Communicates with health care providers in the community to coordinate health care of students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**7 Indicator Text:** Provides faculty in-service on health topics.

- a Highly Effective:** Provides faculty in-service on health topics AND identifies needs and initiates opportunities to provide additional faculty in-services on health.
- b Effective:** Provides faculty in-service on health topics.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**8 Indicator Text:** Coordinates delivery of health care in the school setting.

- a Highly Effective:** Coordinates delivery of health care in the school setting AND adapts and creates new strategies and programs for delivery of health services.
- b Effective:** Coordinates delivery of health care in the school setting.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**9 Indicator Text:** Delegates and teaches special health care practices and procedures.

- a Highly Effective:** Delegates and teaches special health care practices and procedures AND expands or adapts strategies and programs for coordinating/teaching health care tasks.
- b Effective:** Delegates and teaches special health care practices and procedures.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text:** Provides follow up on all health services referrals.

- a Highly Effective:** Provides follow up on all health services referrals AND communicates with family and school personnel for long term follow up.
- b Effective:** Provides follow up on all health services referrals
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Indicator Text:** Manages and prioritizes schedule based on health services needs.

- a Highly Effective:** Manages and prioritizes schedule based on health services needs AND anticipates and adapts to scheduling conflicts.
- b Effective:** Manages and prioritizes schedule based on health services needs
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Indicator Text:** Employs strategies to promote wellness and a safe environment.

- a Highly Effective:** Employs strategies to promote wellness and a safe environment AND collaborates with appropriate personnel to implement change.
- b Effective:** Employs strategies to promote wellness and a safe environment.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS - School Psychologist Domain 1 (Rev. 07/13)**

**1 Consults at the individual, family, group, and/or systems levels to promote effective instruction and intervention services to support the academic, social, emotional, and behavioral success of all students.**

- a Highly Effective:** Consults at the individual, family, group, and/or systems levels to promote effective instruction and intervention services AND provides trainings to targeted audiences on identified areas of need.
- b Effective:** Consults at the individual, family, group, and/or systems levels to promote effective instruction and intervention services to support the academic, social, emotional, and behavioral success of all students.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**2 Collaborates and communicates with school-based teams to support a multi-tiered continuum of services to promote the academic, social, emotional, and behavioral success of all students.**

- a Highly Effective:** Collaborates and communicates with school-based teams to support a multi-tiered continuum of services AND serves as a resource to the school regarding new and changing practices impacting the implementation of these services.
- b Effective:** Collaborates and communicates with school-based teams to support a multi-tiered continuum of services to promote the academic, social, emotional, and behavioral success of all students.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 Promotes the development of individual or group interventions that are scientifically proven to support the academic, social, emotional, and behavioral success of all students.**
- a Highly Effective:** Promotes the development of individual or group interventions that are scientifically proven AND actively supports the ongoing implementation of selected interventions.
  - b Effective:** Promotes the development of individual or group interventions that are scientifically proven to support the academic, social, emotional, and behavioral success of all students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 4 Uses multiple sources of data to monitor student progress (academic, social, emotional, and/or behavioral) at the individual, group, and/or systems level.**
- a Highly Effective:** Uses multiple sources of data to monitor student progress AND evaluates the effectiveness of interventions and/or services.
  - b Effective:** Uses multiple sources of data to monitor student progress (academic, social, emotional, and/or behavioral) at the individual, group, and/or systems level.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



**5 Selects appropriate, valid and reliable assessment instruments linked to student needs and learning outcomes.**

- a Highly Effective:** Selects appropriate, valid, and reliable assessment instruments AND varies instrument selection based on individual student characteristics.
- b Effective:** Selects appropriate, valid and reliable assessment instruments linked to student needs and learning outcomes.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**6 Conducts comprehensive evaluations yielding results that assist Student Study Teams in supporting the educational needs of all students.**

- a Highly Effective:** Conducts comprehensive evaluations AND synthesizes evaluation data to make recommendations that support further educational planning and programming.
- b Effective:** Conducts comprehensive evaluations yielding results that assist Student Study Teams in supporting the educational needs of all students.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**7 Prepares formal, written comprehensive evaluation reports that adhere to the SCPS and ESSS procedures.**

- a Highly Effective:** Prepares formal written comprehensive evaluation reports AND includes advanced interpretive techniques that highlight individual patterns of strengths and weaknesses based on student performance.
- b Effective:** Prepares formal written comprehensive evaluation reports that adhere to the SCPS and ESSS procedures.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**8 Communicates content of comprehensive evaluation reports to the Student Study Team and parents.**

- a Highly Effective:** Communicates content of comprehensive evaluation reports to the Student Study Team and parents AND summarizes this information to integrate key findings for all stakeholders present.
- b Effective:** Communicates content of comprehensive evaluation reports to the Student Study Team and parents.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**9 Directly supports students with identified behavioral needs through the completion of functional behavioral assessments and the development of individualized behavior intervention plans utilizing positive behavior supports.**

- a Highly Effective:** Directly supports students with identified behavioral needs through the completion of functional behavioral assessments and the development of individualized behavior intervention plans AND partners with personnel to strengthen school based behavioral supports.
- b Effective:** Directly supports students with identified behavioral needs through the completion of functional behavioral assessments and the development of individualized behavior intervention plans utilizing positive behavior supports.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Considers and integrates the unique needs of diverse students across the continuum of service delivery.**

- a Highly Effective:** Considers and integrates the unique needs of diverse students AND trains and/or consults with school based personnel on issues related to diverse students and families.
- b Effective:** Considers and integrates the unique needs of diverse students across the continuum of service delivery.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Incorporates best practices within the field of school psychology into daily service delivery.**

- a Highly Effective:** Incorporates best practices within the field of school psychology into daily service delivery AND demonstrates initiative to share new or evolving practices with other colleagues.
- b Effective:** Incorporates best practices within the field of school psychology into daily service delivery.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Contributes to the experiences of school psychology students, early career school psychologists, and/or new school psychologist employees.**

- a Highly Effective:** Contributes to the experiences of school psychology students, early career school psychologists, and/or new school psychologist employees AND directly facilitates these experiences (i.e. intern/practicum supervision, new employee mentoring, job-shadowing experiences, specialized professional development, etc.).
- b Effective:** Contributes to the experiences of school psychology students, early career school psychologists, and/or new school psychologist employees.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS - School Social Worker Domain 1 (Rev. 07/13)**

- 1 Indicator Text:** Assesses and evaluates student needs to assist teachers in understanding students and modifying classroom experiences, as well as recommending interventions as needed.
  - a Highly Effective:** Assesses and evaluates student needs to assist teachers in understanding students and modifying classroom experiences, as well as recommending interventions as needed **AND** provides ongoing support to staff providing interventions.
  - b Effective:** Assesses and evaluates student needs to assist teachers in understanding students and modifying classroom experiences, as well as recommending interventions as needed.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text:** Provides a professional appraisal, reviewing the nature and importance of the data, to identify areas of concern.
  - a Highly Effective:** Provides a professional appraisal, reviewing the nature and importance of the data, to identify areas of concern **AND** provides services or supports staff interventions that improve student learning.
  - b Effective:** Provides a professional appraisal, reviewing the nature and importance of the data, to identify areas of concern.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**3 Indicator Text:** Provides supportive or casework services to identified families and children.

- a Highly Effective:** Provides supportive or casework services to identified families and children **AND** provides ongoing follow-up with stakeholders to ensure improvement in student learning.
- b Effective:** School Social Worker provides supportive or casework services to identified families and children.
- a Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- b Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**4 Indicator Text:** Observes referred students, as appropriate.

- a Highly Effective:** Observes referred students, as appropriate **AND** provides services or supports staff interventions that improve student learning.”
- b Effective:** Observes referred students, as appropriate.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**5 Indicator Text:** Uses student records and other supportive information to determine early signs of deviation from acceptable social/emotional behavior.

- a Highly Effective:** Uses student records and other supportive information to determine early signs of deviation from social/emotional behavior **AND** provides ongoing follow-up with stakeholders to ensure that the student's opportunity to learn has been enhanced.
- a Effective:** School Social Worker uses student records and other supportive information to determine early signs of deviation from social/emotional behavior.
- b Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- c Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**6 Indicator Text:** Provides data which reflects referred students' response to school social work interventions.

- a Highly Effective:** Provides data which reflects referred students' response to school social work interventions **AND** uses this data to make adjustments to direct social work services that improve student outcomes.
- b Effective:** Provides data which reflects referred students' response to school social work interventions.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**7 Indicator Text:** Ensures that all assigned schools have a truancy process, supports school-based truancy interventions, and implements district truancy procedures.

- a Highly Effective:** Ensures that all assigned schools have a truancy process, supports school-based truancy interventions, and implements district truancy procedures **AND** monitors the extent to which interventions and procedures are followed, providing recommendations for each student's continuous improvement.
- b Effective:** Ensures that all assigned schools have a truancy process, supports school-based truancy interventions, and implements district truancy procedures.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**8 Indicator Text:** Assists with the initial or ongoing evaluation of eligibility and placement based upon student needs.

- a Highly Effective:** Assists with the initial or ongoing evaluation of eligibility and placement based upon student needs **AND** provides ongoing support to families regarding access to internal and external resources and interventions recommended by the Student Study Team.
- b Effective:** Assists with the initial or ongoing evaluation of eligibility and placement based upon student needs.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



**9 Indicator Text:** Responds appropriately to school requests and assesses student and family needs.

- a Highly Effective:** Responds appropriately to school requests and assesses student and family needs **AND** provides ongoing support to families regarding access to internal and external resources and interventions recommended by the MTSS or Student Study Team.
- b Effective:** Responds appropriately to school requests and assesses student and family needs.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text:** Writes biopsychosocial assessment and/or adaptive behavior scale reports showing relevant findings in a clear and professional manner.

- a Highly Effective:** Writes biopsychosocial assessment and/or adaptive behavior scale reports showing relevant findings in a clear and professional manner, completing billing for Medicaid-eligible students **AND** provides ongoing follow-up with stakeholders to ensure that the student's opportunity to learn has been enhanced.
- b Effective:** Writes biopsychosocial assessment and/or adaptive behavior scale reports showing relevant findings in a clear and professional manner, completing billing for Medicaid-eligible students.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Indicator Text:** Provides interventions for non-English speaking students with respect to native culture and language as appropriate.

- a Highly Effective:** Provides interventions for non-English speaking students with respect to native culture and language as appropriate **AND** provides ongoing support to families regarding access to internal and external resources and interventions recommended by the MTSS or Student Study Team.
- b Effective:** Provides interventions for non-English speaking students with respect to native culture and language as appropriate.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Indicator Text:** Understands and promotes the needs of all students, including those with special needs and/or from diverse backgrounds.

- a Highly Effective:** Understands and promotes the needs of all students, including those with special needs and/or from diverse backgrounds **AND** implements and monitors interventions consistent with this understanding.
- b Effective:** Understands and promotes the needs of all students, including those with special needs and/or from diverse backgrounds.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**13 Indicator Text:** Evaluates the effectiveness of school social work interventions through the use of student and/or school data.

- a Highly Effective:** Evaluates the effectiveness of school social work interventions through the use of student and/or school data **AND** modifies interventions based on student data as needed.
- b Effective:** Evaluates the effectiveness of school social work interventions through the use of student and/or school data.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS - Speech/Language Pathologist Domain 1 (Rev. 07/13)**

- 1 Indicator Text:** Observes and/or screens students to identify speech or language concerns and documents results.
  - a Highly Effective:** Observes or screens students to identify speech or language concerns, documents results, AND collaborates with teachers, parents, and other professionals to provide interventions/strategies to support student progress in speech/language skills.
  - b Effective:** Observes or screens students to identify speech or language concerns and documents results.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text:** Demonstrates proficient use of diagnostic assessment materials and procedures in the areas of speech, language, and hearing.
  - a Highly Effective:** Demonstrates proficient use of speech and language diagnostic assessment materials and procedures, shares assessment results with teachers, parents, students and other professionals AND synthesizes information to enhance team decision-making
  - b Effective:** Demonstrates proficient use of speech and language diagnostic assessment materials and procedures and shares assessment results with teachers, parents, students and other professionals.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 Indicator Text:** Exhibits knowledge of district placement and dismissal criteria for speech and language services.
- a Highly Effective:** Exhibits knowledge of district placement and dismissal criteria for speech and language services AND can articulate specific criteria to others.
  - b Effective:** Exhibits knowledge of district placement and dismissal criteria for speech and language services.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 4 Indicator Text:** Develops Individual Education Plans (IEPs) which are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement.
- a Highly Effective:** Develops Individual Education Plans (IEPs) which are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement AND initiates communication about student needs to students' teachers and other school staff
  - b Effective:** Develops Individual Education Plans (IEPs) which are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 5 Indicator Text:** Provides an introduction to individualized therapy learning objectives.
- a Highly Effective:** Provides an introduction to individualized therapy learning objectives AND monitors students for their understanding of therapy learning objectives, as appropriate based on student level.
  - b Effective:** Provides an introduction to individualized therapy learning objectives.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
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- 6 Indicator Text:** Differentiates therapy activities targeting IEP goals of individual students.
- a Highly Effective:** Differentiates therapy activities targeting IEP goals of individual students AND adapts and/or scaffolds lessons to be commensurate with student abilities
  - b Effective:** Differentiates therapy activities targeting IEP goals of individual students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 7 Indicator Text:** Provides feedback for correct and incorrect responses.
- a Highly Effective:** Provides feedback for correct and incorrect responses AND adapts feedback to influence student responses.
  - b Effective:** Provides feedback for correct and incorrect responses.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 8 Indicator Text:** Engages all students throughout the therapy session.
- a Highly Effective:** Engages all students throughout the therapy session AND adapts level of support to meet individualized student needs based on progress.
  - b Effective:** Engages all students in therapy activities targeting speech and language skills.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**9 Indicator Text:** Collects clinical, district, school, and classroom data to track student progress.

- a Highly Effective:** Collects clinical, district, school, and classroom data to track student progress AND synthesizes and reports data to parents, students, and school staff to enhance team decision making.
- b Effective:** Collects clinical, district, school, and classroom data to track student progress.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text:** Provides instruction, strategies, and/or resources to students to support generalization of speech and language skills to other environments.

- a Highly Effective:** Provides instruction, strategies, and/or resources to students to support generalization of speech and language skills to other environments AND collaborates with parents and/or teachers to provide additional support for generalization.
- b Effective:** Provides instruction, strategies, and/or resources to students to support generalization of speech and language skills to other environments.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



**11 Indicator Text:** Plans, implements, and shares a schedule within the organizational framework of the school for providing therapy, consultation, and student management.

- a Highly Effective:** Plans, implements, and shares a schedule within the organizational framework of the school for providing therapy, consultation, and student management AND demonstrates flexibility to meet school scheduling demands.
- b Effective:** Plans, implements, and shares a schedule within the organizational framework of the school for providing therapy, consultation, and student management.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Indicator Text:** Acknowledges student adherence, and applies consequences for lack of adherence, to rules and procedures.

- a Highly Effective:** Acknowledges student adherence, and applies consequences for lack of adherence, to rules and procedures AND demonstrates and/or reinforces clear expectations of student behavior.
- b Effective:** Acknowledges student adherence, and applies consequences for lack of adherence, to rules and procedures.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS – Staffing Resource Specialist Domain 1 (Rev. 07/13)**

- 1 Indicator Text:** Ensures the needs of Special Education Students are identified.
  - a Highly Effective:** Ensures the needs of Special Education Students are identified AND coordinates implementation of Student Study Action Plan
  - b Effective:** Ensures the needs of Special Education Students are identified.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text:** Facilitates the Student Study Team meetings in a productive and timely manner.
  - a Highly Effective:** Facilitates the Student Study Team meetings in a productive and timely manner AND serves as a model to staff to promote carryover of facilitative techniques.
  - b Effective:** Facilitates the Student Study Team meetings in a productive and timely manner.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**3 Indicator Text:** Clarifies content throughout the meetings to enhance the understanding of the Student Study Team.

- a Highly Effective:** Clarifies content throughout the meetings to enhance the understanding of the Student Study Team AND these actions improve the efficiency of the SST.
- b Effective:** Clarifies content throughout the meetings to enhance the understanding of the Student Study Team.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**4 Indicator Text:** Utilizes systematic problem solving techniques within the Student Study Team meetings.

- a Highly Effective:** Utilizes systematic problem solving techniques within the Student Study Team meetings AND serves as a model for staff to become independent problem solvers.
- b Effective:** Utilizes systematic problem solving techniques within the Student Study Team meetings.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**5 Indicator Text:** Utilizes conflict resolution techniques within the SST meetings to increase positive outcomes.

- a Highly Effective:** Utilizes conflict resolution techniques within the SST meetings to increase positive outcomes AND promotes positive partnerships between the SST team and parents.
- b Effective:** Utilizes conflict resolution techniques within the SST meetings to increase positive outcomes.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**6 Indicator Text:** Ensures that students understand the IEP process and are actively engaged during SST meetings.

- a Highly Effective:** Ensures that students understand the IEP process and are actively engaged during SST meetings AND develops resources for student reference.
- b Effective:** Ensures that students understand the IEP process and are actively engaged during SST meetings.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 7 Indicator Text:** Trains staff on national & state laws and regulations and district policy and procedures.
- a Highly Effective:** Trains staff on national & state laws and regulations and district policy and procedures AND provides follow-up support based on needs of the staff.
  - b Effective:** Trains staff on national & state laws and regulations and strict policy and procedures.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 8 Indicator Text:** Establishes contact with and assists all new ESE teachers with national & state laws and regulations and district policy and procedures.
- a Highly Effective:** Establishes contact with and assists all new ESE teachers with national & state laws and regulations and district policy and procedures AND develops resources for new teachers to reference.
  - b Effective:** Establishes contact with and assists all new ESE teachers with national & state laws and regulations and district policy and procedures.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**9 Indicator Text:** Assists staff through training and support in completion of all necessary paperwork which supports the IEP.

- a Highly Effective:** Assists staff in completion of all necessary paperwork through training & support AND develops resources for staff to reference.
- b Effective:** Assists staff in completion of all necessary paperwork through training & support.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text:** Assists staff in the development of Individual Education Plans/Educational Plans/Service Plans through training & support.

- a Highly Effective:** Assists staff in the development of Individual Education Plans/Educational Plans/Service Plans through training & support AND develops resources for staff to reference.
- b Effective:** Assists staff in the development of Individual Education Plans/Educational Plans/Service Plans through training & support.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Indicator Text:** Reviews and evaluates all areas of Individual Education

Plans/Educational Plans/Service Plans for compliance in a timely manner.

- a Highly Effective:** Reviews and evaluates all areas of Individual Education Plans/Educational Plans/Service Plans for compliance in a timely manner AND an action plan is implemented to address the common compliance issues.
- b Effective:** Reviews and evaluates all areas of Individual Education Plans/Educational Plans/Service Plans for compliance in a timely manner.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Indicator Text:** Completes compliance on matrices within a timely manner.

- a Highly Effective:** Completes compliance matrices within a timely manner AND questions the need for non-matrix students.
- b Effective:** Completes compliance matrices within a timely manner.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**13 Indicator Text:** Keeps accurate records/data to monitor compliance of the state performance plan.

- a Highly Effective:** Keeps accurate records/data to monitor compliance with the state performance plan AND educates school staff about the relevance of the state performance plan.
- b Effective:** Keeps accurate records/data to monitor compliance with the state performance plan.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



**Form: SCPS - Teacher on Assignment Domain 1 (Rev. 07/13)**

- 1 Indicator Text: Uses a variety of assessment tools to monitor progress, achievement, and growth, and shares with relevant stakeholders.**
  - a Highly Effective:** Uses a variety of assessment tools to monitor progress, achievement, and growth, and shares with relevant stakeholders AND makes recommendations.
  - b Effective:** Uses a variety of assessment tools to monitor progress, achievement, and growth, and shares with relevant stakeholders.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
  
- 2 Indicator Text: Analyzes, applies, and shares data from multiple sources to diagnose learning needs, inform instruction, and drive the learning process.**
  - a Highly Effective:** Analyzes, applies, and shares data from multiple sources to diagnose learning needs, inform instruction, and drive the learning process AND mentors and/or trains others to use this knowledge and/or these skills.
  - b Effective:** Analyzes, applies, and shares data from multiple sources to diagnose learning needs, inform instruction, and drive the learning process.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**3 Indicator Text: Identifies and prioritizes critical information.**

- a Highly Effective:** Identifies and prioritizes critical information AND uses it to make instructional decisions.
- b Effective:** Identifies and prioritizes critical information.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**4 Indicator Text: Researches new content and initiatives.**

- a Highly Effective:** Researches new content and initiatives AND processes new information with participants to promote professional knowledge.
- b Effective:** Researches new content and initiatives.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**5 Indicator Text: Facilitates participants' reflection on learning.**

- a Highly Effective:** Facilitates participants' reflection on learning AND adapts practice(s) to meet the needs of learners.
- b Effective:** Facilitates participants' reflection on learning.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**6 Indicator Text: Examines misconceptions from various sources.**

- a Highly Effective:** Examines misconceptions from various sources AND clarifies information through collaboration and facilitation.
- b Effective:** Examines misconceptions from various sources.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**7 Indicator Text: Supports participants in practicing skills, strategies, and processes.**

- a Highly Effective:** Supports participants in practicing skills, strategies, and processes AND monitors follow through of participants.
- b Effective:** Supports participants in practicing skills, strategies, and processes.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**8 Indicator Text: Demonstrates “withitness.”**

- a Highly Effective:** Demonstrates “withitness” AND uses a variety of strategies to maintain participant engagement.
- b Effective:** Demonstrates “withitness.”
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**9 Indicator Text: Facilitates discussion among participants.**

- a Highly Effective:** Facilitates discussion among participants AND uses guiding questions to deepen understanding.
- b Effective:** Facilitates discussion among participants.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text: Demonstrates enthusiasm for the content.**

- a Highly Effective:** Demonstrates enthusiasm for the content AND adjusts delivery based on audience needs.
- b Effective:** Demonstrates enthusiasm for the content.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Indicator Text: Designs and prepares the learning environment to meet the identified goal(s).**

- a Highly Effective:** Designs and prepares the learning environment to meet the identified goal(s) AND demonstrates flexibility in delivery to meet the needs of all participants.
- b Effective:** Designs and prepares the learning environment to meet the identified goal(s).
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form: SCPS - Virtual/Computer Lab Teacher Domain 1 (Rev. 07/13)**

**1 Indicator Text:** Tracks student progress.

- a Highly Effective:** Tracks student progress AND provides feedback to stakeholders, including but not limited to student, parents, teachers, and/or other school staff.
- b Effective:** Tracks student progress.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**2 Indicator Text:** Celebrates student success.

- a Highly Effective:** Provides feedback to students concerning student growth and/or accomplishments AND this feedback motivates students to continue to progress.
- b Effective:** Provides feedback to students concerning growth and/or accomplishments.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 Indicator Text:** Recognizes individual differences, special needs, and diverse backgrounds, and adjusts instruction accordingly.
- a Highly Effective:** Recognizes individual differences, special needs, and diverse backgrounds, and adjusts instruction accordingly AND takes initiative to research and locate additional resources that meet student needs..
  - b Effective:** Recognizes individual differences, special needs, and diverse backgrounds, and adjusts instruction accordingly.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 4 Indicator Text:** Provides academic feedback to students that is accurate and factually-based, evidencing a sound knowledge of the curriculum.
- a Highly Effective:** Provides academic feedback to students that is accurate and factually-based, evidencing a sound knowledge of the curriculum AND the feedback is individualized and student specific.
  - b Effective:** Academic feedback is accurate and factually-based, evidencing a sound knowledge of the curriculum.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



- 5 Indicator Text:** Reviews, revises, and/or processes information with students.
- a Highly Effective:** Reviews, revises and/or processes information with students AND uses multiple strategies to meet various student needs.
  - b Effective:** Reviews, revises, and/or processes information with students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 6 Indicator Text:** Provides students with resources and guidance.
- a Highly Effective:** Provides students with resources and guidance AND researches and/or creates additional resources which address various learning modalities.
  - b Effective:** Provides students with resources and guidance.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 7 Indicator Text:** Notices and reacts when students are not engaged.
- a Highly Effective:** Notices and reacts when students are not engaged AND communicates with students and/or stakeholders in an effort to reengage.
  - b Effective:** Notices and reacts when students are not engaged.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
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- 8 Indicator Text:** Demonstrates intensity and enthusiasm.
- a Highly Effective:** Demonstrates intensity and enthusiasm for content when working with students AND seeks new avenues to foster students' positive interaction with content.
  - b Effective:** Demonstrates intensity and enthusiasm for content when working with students.
  - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
  - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**9 Indicator Text: Develops and exhibits rapport and understanding with students.**

- a Highly Effective:** Develops and exhibits rapport and understanding with students AND utilizes the relationship to maximize student learning.
- b Effective:** Develops and exhibits rapport and understanding with students.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**10 Indicator Text: Establishes and communicates rules and procedures.**

- a Highly Effective:** Establishes and communicates rules and procedures to students and/or other stakeholders AND influences student behavior to optimize the student learning environment.
- b Effective:** Establishes and communicates rules and procedures to students and/or other stakeholders.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**11 Indicator Text:** Applies consequences for lack of adherence to rules and procedures.

- a Highly Effective:** Consistently applies consequences for lack of adherence to rules and procedures AND utilizes multiple strategies to redirect student behavior.
- b Effective:** Consistently applies consequences for lack of adherence to rules and procedures.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**12 Indicator Text:** Maintains high expectations for all students.

- a Highly Effective:** Maintains high expectations for all students AND uses questions and/or other strategies used to develop rigor and relevance.
- b Effective:** Maintains high expectations for all students.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**13 Indicator Text:** Uses verbal communication in a positive manner to promote and support student learning.

- a Highly Effective:** Uses verbal communication in a positive manner to promote and support student learning AND applies these strategies with appropriate frequency.
- b Effective:** Uses verbal communication in a positive manner to promote and support student learning.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**14 Indicator Text:** Uses written communication in a positive manner to promote and support student learning.

- a Highly Effective:** Uses written communication in a positive manner to promote and support student learning AND applies these strategies with appropriate frequency.
- b Effective:** Uses written communication in a positive manner to promote and support student learning.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**15 Indicator Text: Provides materials and data to students to allow self-monitoring of progress and achievement.**

- a Highly Effective:** Provides materials and data to students to allow self-monitoring of progress and achievement AND implements strategies to increase student self-monitoring.
- b Effective:** Provides materials and data to students to allow self-monitoring of progress and achievement.
- c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
- d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form Name: SCPS – Domain 2, Common Responsibilities, School NCIP (Rev. 07/13)**

1. Identifies and utilizes appropriate, available resources (materials and human).

Highly Effective:	Identifies and utilizes appropriate, available resources AND researches and/or develops resources to share with others to improve professional practice.
Effective:	Identifies and utilizes appropriate, available resources.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

2. Identifies and utilizes appropriate, available technology.

Highly Effective:	Identifies and utilizes appropriate, available technology AND serves as a resource to others in support of their use of technology to improve professional practice.
Effective:	Identifies and utilizes appropriate, available technology.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

3. Uses the established content standards identified by the school district to support student learning.

Highly Effective:	Provides support and recommendations to school administrators, teachers, and other school staff on the established content standards AND takes initiative to identify needs and provide support/recommendations.
Effective:	Provides support and recommendations to school administrators, teachers, and other school staff on the established content standards.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

4. Recognizes individual differences, special needs, and diverse backgrounds, and adjusts services accordingly.

Highly Effective:	Recognizes individual differences, special needs, and diverse backgrounds, and adjusts services accordingly AND takes initiative to research and locate additional resources that meet student needs.
Effective:	Recognizes individual differences, special needs, and diverse backgrounds, and adjusts services accordingly.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



5. Develops a written growth and development plan.

Highly Effective:	Develops a written professional growth and development plan AND it includes clear and measurable goals, action steps, timelines and resources.
Effective:	Develops a written professional growth and development plan.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

6. Monitors progress relative to the professional growth and development plan.

Highly Effective:	Monitors progress on the professional growth and development plan using established milestones and timelines AND makes modifications or adaptations as needed.
Effective:	Monitors progress on the professional growth and development plan using established milestones and timelines.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

7. Engages in targeted professional growth opportunities.

Highly Effective:	Engages in targeted professional growth opportunities AND plans, implements, and/or leads these activities.
Effective:	Engages in targeted professional growth opportunities.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

8. Implements knowledge and skills learned in professional development activities.

Highly Effective:	Implements knowledge and skills learned in professional development activities AND shares, mentors, and/or trains others to use this knowledge and/or these skills.
Effective:	Implements knowledge and skills learned in professional development activities.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

9. Adheres to district and school rules and procedures.

Highly Effective:	Is aware of, and adheres to, district and school rules and procedures AND can articulate the need for specific rules and procedures to others.
Effective:	Is aware of, and adheres to, district and school rules and procedures.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

10. Completes paperwork and records in compliance with district policies and procedures.

Highly Effective:	Completes paperwork and records in compliance with district policies and procedures AND self-monitors for, and/or shares, methods of efficient completion.
Effective:	Completes paperwork and records in compliance with district policies and procedures.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

11. Demonstrates positive interactions with students and parents.

Highly Effective:	Interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships AND acts as a facilitator to foster positive interactions.
Effective:	Interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

12. Demonstrates positive interactions with colleagues.

Highly Effective:	Interacts with other colleagues in a positive manner to promote and support student learning AND acts as a facilitator to foster professional relationships.
Effective:	Interacts with other colleagues in a positive manner to promote and support student learning.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

13. Acts as a resource for school administrators, teachers, and other school staff.

Highly Effective:	Provides support and recommendations to school administrators, teachers, and other school staff AND takes initiative to identify needs and provide support/recommendations.
Effective:	Provides support and recommendations to school administrators, teachers, and other school staff.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

14. Participates in district and school initiatives.

Highly Effective:	Is aware of, and participates in, the district's and school's initiatives AND can articulate the need for specific initiatives to others.
Effective:	Is aware of, and participates in, the district's and school's initiatives.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

**Form Name: SCPS – Domain 2, Common Responsibilities, ESSS (Rev. 07/13)**

1. Develops a personal, professional growth and development plan that enhances professional knowledge, skills, and practice and addresses areas of need on the prior evaluation.

Highly Effective:	Develops a written professional growth and development plan within established timelines and with at least one measurable goal AND the plan includes high-quality action steps, timelines, and use of available resources.
Effective:	Develops a written professional growth and development plan within established timelines and with at least one measurable goal.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

2. Monitors progress relative to the professional growth and development plan.

Highly Effective:	Monitors progress on the professional growth and development plan within established timelines AND using the action steps, timelines, and available resources in the plan, making modifications or adaptations as needed to facilitate further professional growth.
Effective:	Monitors progress on the professional growth and development plan within established timelines.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

3. Engages in targeted professional growth opportunities.

Highly Effective:	Engages in targeted professional growth opportunities AND plans, implements, and/or leads these activities.
Effective:	Engages in targeted professional growth opportunities.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

4. Implements knowledge and skills learned in professional development activities.

Highly Effective:	Implements knowledge and skills learned in professional development activities AND shares, mentors, and/or trains others to use this knowledge and/or these skills.
Effective:	Implements knowledge and skills learned in professional development activities.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

5. Complies with national and state laws and regulations, and district policies and procedures.

Highly Effective:	Complies with national and state laws and regulations, and district policies and procedures AND can articulate specific policies and procedures to others.
Effective:	Complies with national and state laws and regulations, and district policies and procedures.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

6. Completes paperwork and records in compliance with district policies and procedures.

Highly Effective:	Completes paperwork and records in compliance with district policies and procedures AND self-monitors for, and/or shares, methods of efficient completion.
Effective:	Completes paperwork and records in compliance with district policies and procedures.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.



7. Identifies and utilizes appropriate, available resources.

Highly Effective:	Identifies and utilizes appropriate, available resources AND researches and/or develops resources to share with others to improve professional practice.
Effective:	Identifies and utilizes appropriate, available resources.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

8. Identifies and utilizes appropriate, available technology.

Highly Effective:	Identifies and utilizes appropriate, available technology AND serves as a resource to others in support of their use of technology to improve professional practice.
Effective:	Identifies and utilizes appropriate, available technology.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

9. Engages in positive interactions with students and parents.

Highly Effective:	Interacts with students/parents in a positive manner AND acts as a facilitator to foster positive interactions between school staff and students/parents.
Effective:	Interacts with students/parents in a positive manner.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

10. Engages in collaborative and ethical professional relationships.

Highly Effective:	Interacts with colleagues in a collaborative and ethical manner AND acts as a facilitator to foster professional relationships.
Effective:	Interacts with colleagues in a collaborative and ethical manner.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

11. Acts as a resource for school administrators, teachers, and other school staff.

Highly Effective:	Provides support and recommendations to school administrators, teachers, and other school staff AND takes initiative to identify needs and provide support/recommendations.
Effective:	Provides support and recommendations to school administrators, teachers, and other school staff.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

12. Participates in multi-disciplinary team meetings.

Highly Effective:	Participates in multi-disciplinary team meetings with active engagement and observable preparedness AND synthesizes information to enhance team decision-making.
Effective:	Participates in multi-disciplinary team meetings with active engagement and observable preparedness.
Needs Improvement/ Developing:	Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
Unsatisfactory:	Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

# Create New Growth Plan

## Step 1: Take Self-Assessment

If you haven't done so already, conduct a self-assessment with the form used for classroom observations. If you did completed a self-assessment you can proceed to Step 2 and select a target element.

### Remaining Self-Assessments:

- [SCPS - Domain 1: Classroom Strategies and Behaviors](#)

## Step 2: Select Target Elements 1 Element Required

Select 1-3 indicators as a focus for your Deliberate Practice Plan.

- [Select Target Elements](#)

## Step 3: Identify Action Steps

Put together your plan for how you will achieve your deliberate practice goals.

## Step 4: Put Your Plan into Action

# Jason Wysong

Location: Educational Support Center

[Key](#)

## SCPS - Domain 1: Classroom Strategies and Behaviors

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

### Lesson Segments Involving Routine Events

#### DQ1: Communicating Learning Goals and Feedback

1. [Providing Clear Learning Goals and Scales \(Rubrics\)](#)
2. [Tracking Student Progress](#)
3. [Celebrating Student Success](#)  
[Student Interview](#)

#### DQ6: Establishing Rules and Procedures

4. [Establishing Classroom Routines](#)
5. [Organizing the Physical Layout of the Classroom for Learning](#)  
[Student Interview](#)

### Lesson Segments Addressing Content

#### DQ2: Helping Students Interact with New Knowledge

6. [Identifying Critical Information](#)
7. [Organizing Students to Interact with New Knowledge](#)
8. [Previewing New Content](#)
9. [Chunking Content](#)
10. [Processing of New Information with Students](#)
11. [Elaborating on New Information](#)
12. [Recording and Representing Knowledge](#)
13. [Reflecting on Learning](#)  
[Student Interview](#)

#### DQ3: Helping Students Practice and Deepen New Knowledge

14. [Reviewing Content](#)
15. [Organizing Students to Practice and Deepen Knowledge](#)
16. [Using Homework](#)
17. [Examining Similarities and Differences](#)
18. [Examining Errors in Reasoning](#)
19. [Practicing Skills, Strategies, and Processes](#)
20. [Revising Knowledge](#)  
[Student Interview](#)

#### DQ4: Helping Students Generate and Test Hypotheses

21. [Organizing Students for Cognitively Complex Tasks](#)
22. [Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing](#)
23. [Providing Students with Resources and Guidance](#)  
[Student Interview](#)

### Lesson Segments Enacted on the Spot

#### DQ5: Engaging Students

24. [Noticing & Reacting when Students are not Engaged](#)
25. [Using Academic Games](#)
26. [Managing Response Rates](#)
27. [Using Physical Movement](#)
28. [Maintaining a Lively Pace](#)
29. [Demonstrating Intensity and Enthusiasm](#)
30. [Using Friendly Controversy Among Students \(Team Talk\)](#)
31. [Providing Opportunities for Students to Appropriately Talk about Themselves](#)
32. [Presenting Unusual or Intriguing Information](#)  
[Student Interview](#)

#### DQ7: Recognizing Adherence to Rules and Procedures

33. [Demonstrating "Withitness"](#)
34. [Applying Consequences for Lack of Adherence to Rules and Procedures](#)
35. [Acknowledging Adherence to Rules and Procedures](#)  
[Student Interview](#)

#### DQ8: Establishing and Maintaining Effective Relationships with Students

36. [Acknowledging Students' Interests and Background](#)
37. [Exhibiting Rapport and Understanding with Students](#)
38. [Displaying Objectivity and Control](#)  
[Student Interview](#)

#### DQ9: Communicating High Expectations for All Students

39. [Demonstrating Value and Respect for All Students](#)
40. [Asking Questions of All Students](#)
41. [Probing Incorrect Answers with All Students](#)  
[Student Interview](#)

General Assessment

Date of Classroom Observation

42. [General Assessment](#)

43. [Date of Classroom Observation](#)

## Confirm Observation Finish

[Close](#)

**Overall Comments for Jason Wysong:**

When a form is finished it becomes read-only and is submitted. The results are locked-in and cannot be edited. Self observations that count towards evaluation are visible to Building Observers and above.

## Step 2: Select Target Elements

### Target Elements:

Select a target element from the choices below. After selecting a target element you will answer a few questions before making it part of your Growth Plan. Please select a total of 1-3 indicators.

Available Elements	Most Recent Observation Score
<b>SCPS - Domain 1: Classroom Strategies and Behaviors</b>	
Providing Clear Learning Goals and Scales (Rubrics) <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Tracking Student Progress <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Celebrating Student Success <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Establishing Classroom Routines <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Organizing the Physical Layout of the Classroom for Learning <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Identifying Critical Information <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Organizing Students to Interact with New Knowledge <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Previewing New Content <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Chunking Content <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Processing of New Information with Students <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Elaborating on New Information <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Recording and Representing Knowledge <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Reflecting on Learning <a href="#">Preview</a>   <a href="#">Configure</a>	N/A

## Step 2: Select Target Elements

Reviewing Content <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Organizing Students to Practice and Deepen Knowledge <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Using Homework <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Examining Similarities and Differences <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Examining Errors in Reasoning <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Practicing Skills, Strategies, and Processes <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Revising Knowledge <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Organizing Students for Cognitively Complex Tasks <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Providing Students with Resources and Guidance <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Noticing & Reacting when Students are not Engaged <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Using Academic Games <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Managing Response Rates <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Using Physical Movement <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Maintaining a Lively Pace <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Demonstrating Intensity and Enthusiasm <a href="#">Preview</a>   <a href="#">Configure</a>	N/A



## Step 2: Select Target Elements

Using Friendly Controversy Among Students (Team Talk) <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Providing Opportunities for Students to Appropriately Talk about Themselves <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Presenting Unusual or Intriguing Information <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Demonstrating "Withitness" <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Applying Consequences for Lack of Adherence to Rules and Procedures <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Acknowledging Adherence to Rules and Procedures <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Acknowledging Students' Interests and Background <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Exhibiting Rapport and Understanding with Students <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Displaying Objectivity and Control <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Demonstrating Value and Respect for All Students <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Asking Questions of All Students <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
Probing Incorrect Answers with All Students <a href="#">Preview</a>   <a href="#">Configure</a>	N/A
General Assessment <a href="#">Preview</a>   <a href="#">Configure</a>	N/A

## Step 3: Outline Action Steps

### Action Steps:

- [Add a Step](#)

Describe the Action Step:

**\*Date:**

**Element:**

**Add a Resource:**

[Remove All](#) [Select All](#)

Reflection Log

Instructional Rounds Worksheet

Video Observation Worksheet

Video Self Observation Worksheet

Videos of Other Teachers

- [Add a Step](#)