



2015-2016

# Instructional Evaluation System



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## Table of Contents

1. Performance of Students
2. Instructional Practice
3. Other Indicators of Performance
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring
8. Appendix A – Checklist for Approval

DRAFT

## **1. Performance of Students**

Value-Added student data: The Value-Added score reflects the portion of student growth attributed to the teacher, also known as the “teacher effect.” The student performance data represents one-third of the instructional staff members’ final score.

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

For all instructional personnel, student performance data for three years, including the current year and the two years immediately preceding the current year, will be used when available. If less than the three most recent years of data are available, those years for which data is available must be used.

Florida Statute 1012.34(8) requires a process to permit instructional personnel to review the class roster for accuracy. The verification process is as follows:

1. Information and timeline available on the Marzano Frameworks and Evaluation Systems site.
2. Each semester instructional staff will verify rosters.
3. District will review rosters and complete final submission to the Florida Department of Education as part of the state roster verification process.

## Plan for Student Performance Data Use: 2015-2016

### High School:

Job Description	Student Performance Data
HS FSA subjects (9, 10 ELA, Reading)	State assessment
HS FSA grade level, non-FSA subjects	FSA Reading Scores
Algebra	State assessment
Algebra 2	Algebra 2 EOC
Biology	Biology EOC
Geometry	Geometry EOC
US History (11 <sup>th</sup> grade)	US History EOC
Non-FSA grade level and Non-Standard EOC courses	-PERT -AP Exams -AICE -SAT -ACT -District Common Exams
AP Teachers	AP Exams
IB Teachers	IB Exams

### Middle School:

Job Description	Student Performance Data
Middle School ELA Subjects	State assessment
Middle School non-FSA Subjects	FSA Reading Scores
Middle School Algebra, Civics, Geometry (EOC)	EOCs

## Plan for Student Performance Data Use: 2015-2016

### Elementary:

Job Description	Student Performance Data
PreK	GOLD
Kindergarten	ELA module assessment
First Grade	ELA module assessment
Second Grade	ELA module assessment
Third Grade	ELA module assessment
Fourth Grade	State assessment
Fifth Grade	State assessment
Elementary Art, Music, PE	State assessment
Elementary Library Media Tech	State assessment

### Student Services

Job Description	Student Performance Data
Guidance: Elementary	State assessment
Guidance: Middle	State assessment
Guidance: High	9 <sup>th</sup> -11 <sup>th</sup> grade: Grade level FSA Reading 12 <sup>th</sup> grade: Cohort on track
Educational Diagnosticians (Student Services only)	FSA Reading Scores based on percentage of time at schools served
Psychologists	FSA Reading Scores based on percentage of time at schools served
Social Workers	FSA Reading Scores based on percentage of time at schools served
Student Service staff not assigned to any school	FSA Reading Scores based on percentage of time at schools served

## Plan for Student Performance Data Use: 2015-2016

**ESE:**

Job Description	Student Performance Data
<b>Self-Contained: Access Standards (preK-12)</b>	PreK: ABELLS K-2: local cross curricular unit assignment 3-12: FAA
<b>Self-Contained: Standard Diploma (preK-12)</b>	Same as general education teachers
<b>Varying Exceptionalities (VE): Co-Teach (All students in class assigned)</b>	Same as general education teachers
<b>Varying Exceptionalities (VE): Support Facilitation (ESE students assigned)</b>	Same as general education teachers
<b>Teacher on Special Assignment (TSA): MS</b>	Schoolwide ESE Proficiency score
<b>Teacher on Special Assignment (TSA): HS</b>	Schoolwide ESE Proficiency score
<b>Behavior Specialist (65% ESE/35% Gen Ed)</b>	Schoolwide ESE Proficiency score (65%) Schoolwide Student Performance Score (35%)
<b>Speech Language Pathologist (SLP)</b>	FAA Individual FSA Student Performance Score Combination: FAA & Individual FSA Student Performance Score
<b>Educational Diagnostician (CED, AED)</b>	FSA districtwide Student Performance Score
<b>Occupational Therapist/ Physical Therapist (OT/PT)</b>	FAA Individual FSA Student Performance Score Combination: FAA & Individual FSA Student Performance Score
<b>Vision, Deaf/Hard of Hearing</b>	General Ed: FSA Access: FAA



## 2. Instructional Practice

The Instructional Frameworks for Pinellas County Classroom and Non-Classroom staff members are based on the Marzano Evaluation System.

The Instructional Practice score will represent 56.7% of the final score for instructional staff members.

Each instructional staff member will receive a minimum of 4 observations as defined in the chart below.

PROBATIONARY OR TEACHER IN NEED OF SUPPORT	ANNUAL, PROFESSIONAL SERVICE, and CONTINUING CONTRACT
<b>First Semester</b>	
<p>First Formal Observations: Within first 60 days of employment (Pre-observation conference/ observation/ post-observation conference). Completion of formative evaluation.</p> <p style="text-align: center;">Informal Observations</p>	<p>Three observations must occur no later than the end of the third grading period</p> <p style="text-align: center;">Minimum of three (3) Informal and one Formal Observation (Pre-observation conference/observation/ post-observation conference) observations</p>
<b>Second Semester</b>	
<p style="text-align: center;">Informal Observations</p> <p>Formal Observation (Pre-observation conference/ observation/ post-observation conference)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Formative Evaluation</p>	<p style="font-size: 2em;">↓</p> <p>Summative Evaluation</p>

The instructional practice calculation is completed using conjunctive scoring rules for all instructional staff members including newly hired staff members.

1. First, a conjunctive score is calculated for **each domain** of the Marzano framework based on application of the rules below to an individual’s observation data.

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing/Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
At least 65% at Innovating	At least 65% at Applying or higher	Less than 65% at Applying or higher and less than 50% at Beginning or Not Using	Greater than or equal to 50% at Beginning or Not Using

2. Next, each conjunctive score is multiplied by the weight given to that domain.

**Classroom**

Domain 1: 34%  
 Domain 2: 44%  
 Domain 3: 17%  
 Domain 4: 16%

**Non-Classroom**

Domain 1: 36%  
 Domain 2: 27%  
 Domain 3: 17%  
 Domain 4: 20%

3. The final numbers from the previous step are added together.

4. The following is applied to the final score scale below to determine the final instructional practice score

Highly Effective: 3.5-4.0

Effective: 2.5-3.49

Developing/Needs Improvement: 1.5-2.49

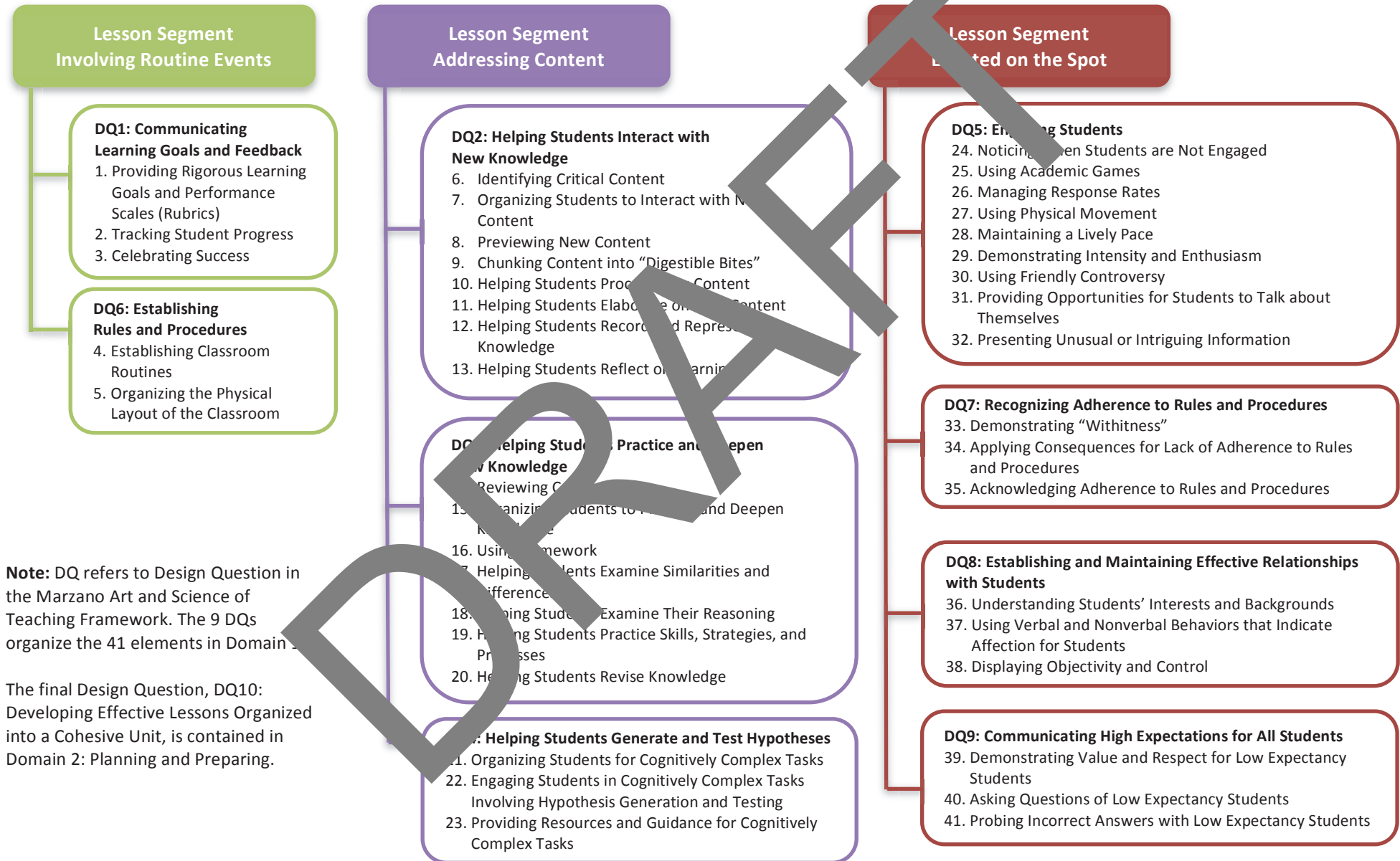
Unsatisfactory: 1.0-1.49



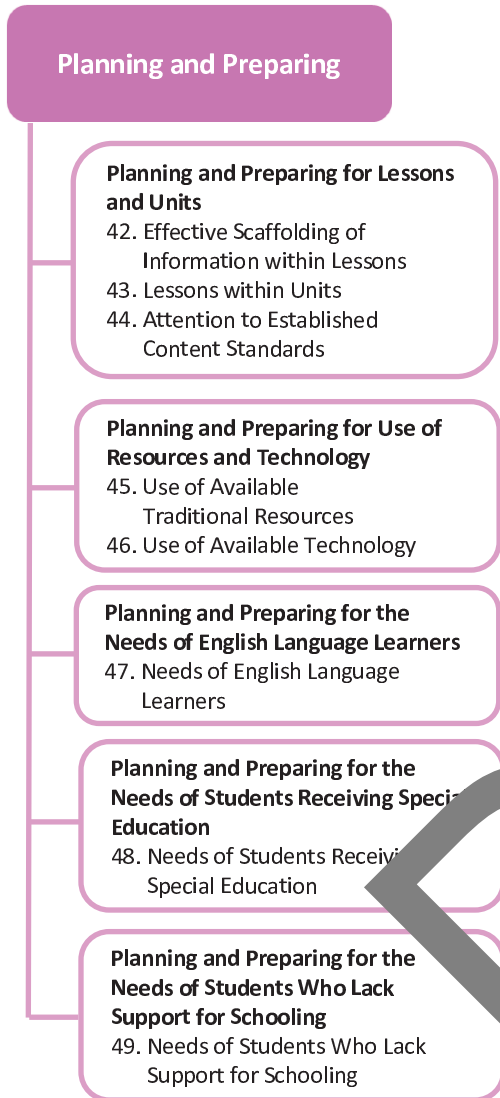


**Domain 1: Classroom Strategies and Behaviors**

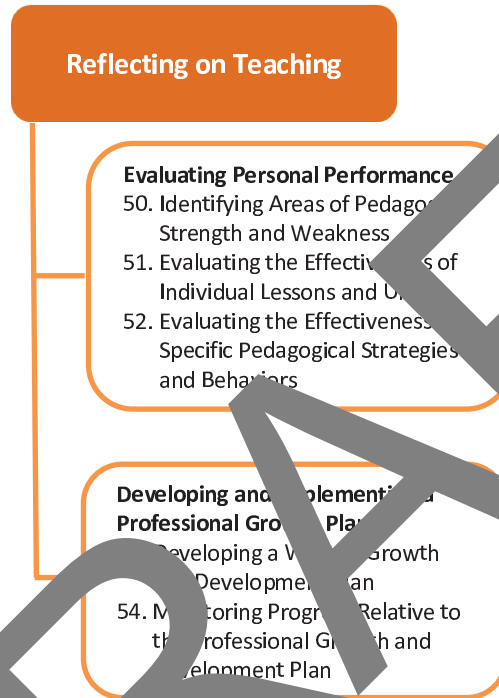
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and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



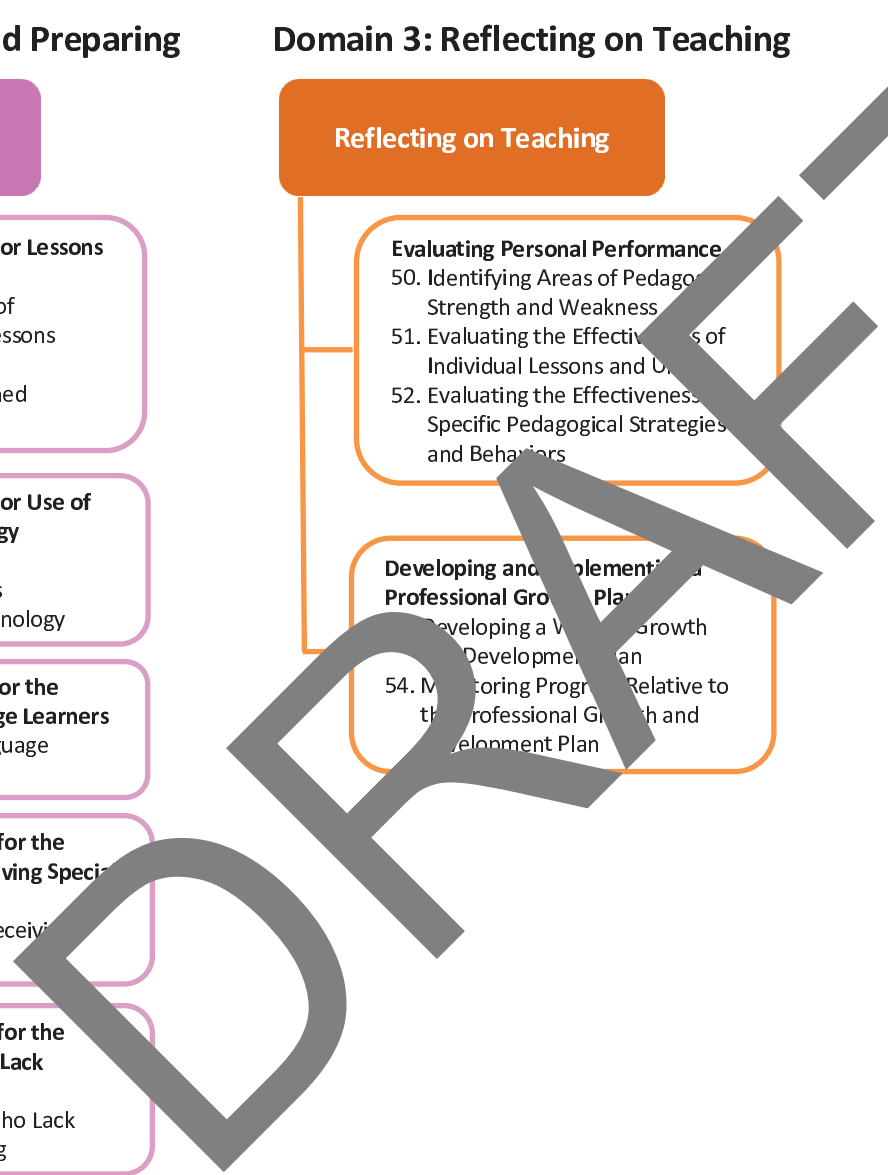
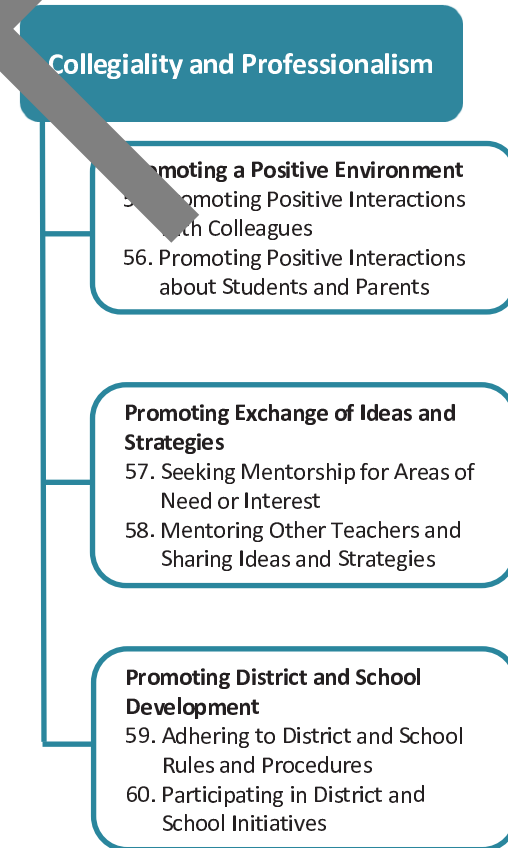
**Domain 2: Planning and Preparing**



**Domain 3: Reflecting on Teaching**



**Domain 4: Collegiality and Professionalism**



## Marzano Protocol: Lesson Segment Involving Routine Events

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

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

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

## 2. Tracking Student Progress

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

### Example Teacher Evidence

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

### Example Student Evidence

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

### Scale

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

### Reflection Questions

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

### 3. Celebrating Success

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

### Student Interviews

#### Student Questions:

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

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

**4. Establishing Classroom Routines**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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



### 5. Organizing the Physical Layout of the Classroom

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

#### Student Interviews

##### Student Questions:

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

## Marzano Protocol: Lesson Segment Addressing Content

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

#### 6. Identifying Critical Content

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

##### Example Teacher Evidence

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

##### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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



### 7. Organizing Students to Interact with New Content

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing students to interact with new content</b>	Strategy was called for but not exhibited.	Strategy is used incorrectly or with significant errors.	Organizes students into appropriate groups to facilitate the processing of new content.	Organizes students into appropriate groups to facilitate the processing of new content and monitors the extent to which groups process.	Adapts and creates new strategies for unique student needs and situations.

#### Reflection Questions

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

### 8. Previewing New Content

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

**9. Chunking Content into “Digestible Bites”**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

### 10. Helping Students Process New Content

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

### 11. Helping Students Elaborate on New Content

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

## 12. Helping Students Record and Represent Knowledge

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

### Example Teacher Evidence

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

### Example Student Evidence

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

### Scale

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

### Reflection Questions

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

### 13. Helping Students Reflect on Learning

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

#### Student Interviews

##### Student Questions:

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



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

**14. Reviewing Content**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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



**15. Organizing Students to Practice and Deepen Knowledge**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**16. Using Homework**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**17. Helping Students Examine Similarities and Differences**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Helping students examine similarities and differences</b>	Strategy was called for but not exhibited.	Strategy is used incorrectly or with partial success.	Engages students in activities that require them to examine similarities and differences related to content.	Engages students in activities that require them to examine similarities and differences related to content and monitors the extent to which it deepens student understanding.	Adapts and creates new strategies for unique student needs and situations.

**Reflection Questions**

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

**18. Helping Students Examine Their Reasoning**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

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

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**20. Helping Students Revise Knowledge**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**Student Interviews**

**Student Questions:**

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



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

**21. Organizing Students for Cognitively Complex Tasks**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing students for cognitively complex tasks</b>	Use of strategy is not exhibited.	Use of strategy is incorrect or with partial success.	Organizes students into groups to facilitate working on cognitively complex tasks.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group work results in students engaging in cognitively complex tasks.	Adapts and creates new strategies for unique student needs and situations.

**Reflection Questions**

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

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

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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



**23. Providing Resources and Guidance for Cognitively Complex Tasks**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**Student Interviews**

**Student Questions:**

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

## Marzano Protocol: Lesson Segment Enacted on the Spot

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

<b>24. Noticing When Students are Not Engaged</b>
The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.
<p><b>Example Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged</li> <li><input type="checkbox"/> Teacher notices when the energy level in the room is low or students are not participating</li> <li><input type="checkbox"/> Teacher takes action or uses specific strategies to re-engage students</li> </ul>
<p><b>Example Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students appear aware of the fact that the teacher is noticing their level of engagement</li> <li><input type="checkbox"/> Students increase their level of engagement when the teacher uses engagement strategies</li> <li><input type="checkbox"/> Students explain that the teacher expects high levels of engagement</li> <li><input type="checkbox"/> Students report that the teacher notices when students are not engaged</li> </ul>

**Scale**

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

**Reflection Questions**

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

### 25. Using Academic Games

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

**26. Managing Response Rates**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**27. Using Physical Movement**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**28. Maintaining a Lively Pace**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**29. Demonstrating Intensity and Enthusiasm**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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



### 30. Using Friendly Controversy

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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



**31. Providing Opportunities for Students to Talk about Themselves**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**32. Presenting Unusual or Intriguing Information**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**Student Interviews**

**Student Questions:**

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

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

<b>33. Demonstrating “Withitness”</b>
The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.
<p><b>Example Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher physically occupies all quadrants of the room</li> <li><input type="checkbox"/> Teacher scans the entire room, making eye contact with all students</li> <li><input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately</li> <li><input type="checkbox"/> Teacher proactively addresses inflammatory situations</li> </ul>
<p><b>Example Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students recognize that the teacher is aware of their behavior</li> <li><input type="checkbox"/> Students interact responsibly</li> <li><input type="checkbox"/> Students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”</li> </ul>

**Scale**

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

**Reflection Questions**

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

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

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

**35. Acknowledging Adherence to Rules and Procedures**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

**Student Interviews**

**Student Questions:**

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

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

**36. Understanding Students' Interests and Backgrounds**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

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

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

	Beginning	Developing	Applying	Innovating	
<b>Using verbal and nonverbal behaviors that indicate affection for students</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative?	In addition to using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, how can you monitor the quality of relationships in the classroom?	How might you adapt and create new strategies for using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?



### 38. Displaying Objectivity and Control

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

#### Student Interviews

##### Student Questions:

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



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

<b>39. Demonstrating Value and Respect for Low Expectancy Students</b>
The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.
<p><b>Example Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher provides low expectancy students with nonverbal indications that they are valued and respected           <ul style="list-style-type: none"> <li>• Makes eye contact</li> <li>• Smiles</li> <li>• Makes appropriate physical contact</li> </ul> </li> <li><input type="checkbox"/> The teacher provides low expectancy students with verbal indications that they are valued and respected           <ul style="list-style-type: none"> <li>• Playful dialogue</li> <li>• Addressing students in a manner they view as respectful</li> </ul> </li> <li><input type="checkbox"/> Teacher does not allow negative comments about low expectancy students</li> <li><input type="checkbox"/> When asked, the teacher can identify students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students</li> <li><input type="checkbox"/> The teacher provides students with strategies to avoid negative thinking about one's thoughts and actions</li> </ul>
<p><b>Example Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students say that the teacher cares for all students</li> <li><input type="checkbox"/> Students treat each other with respect</li> <li><input type="checkbox"/> Students avoid negative thinking about their thoughts and actions</li> </ul>

**Scale**

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

**Reflection Questions**

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

**40. Asking Questions of Low Expectancy Students**

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

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

**Reflection Questions**

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

### 41. Probing Incorrect Answers with Low Expectancy Students

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

#### Example Teacher Evidence

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

#### Example Student Evidence

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

#### Scale

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

#### Reflection Questions

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

### Student Interviews

#### Student Questions:

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

**Domain 2: Planning and Preparing**

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

**Planning and Preparing for Lessons and Units**

<b>42. Effective Scaffolding of Information within Lessons</b>
<p>Within lessons, the teacher prepares and plans the organization of content such a way that each new piece of information builds on the previous piece.</p>
<p><b>Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Content is organized to build upon previous information</li> <li><input type="checkbox"/> Presentation of content is logical and progresses from simple to complex</li> <li><input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units</li> <li><input type="checkbox"/> The plan anticipates potential confusions that students may experience</li> </ul>
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized</li> <li><input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction</li> <li><input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content</li> <li><input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit</li> </ul>

**Scale**

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

**43. Lessons within Units**

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

**Planning Evidence**

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

**Teacher Evidence**

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

**Scale**

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

**44. Attention to Established Content Standards**

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

**Planning Evidence**

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

**Teacher Evidence**

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

**Scale**

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

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

45. Use of Available Traditional Resources
<p>The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.</p>
<p><b>Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The plan outlines resources within the classroom that will be used to enhance students' understanding of the content</li> <li><input type="checkbox"/> The plan outlines resources within the school that will be used enhance students' understanding of the content</li> <li><input type="checkbox"/> The plan outlines resources within the community that will be used to enhance students' understanding of the content</li> </ul>
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content</li> <li><input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content</li> <li><input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content</li> </ul>

**Scale**

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



**46. Use of Available Technology**

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

**Planning Evidence**

- The plan identifies available technology that will be used:
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion Boards
- The plan identifies how the technology will be used to enhance student learning

**Teacher Evidence**

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

**Scale**

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

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

<b>47. Needs of English Language Learners</b>
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.
<p><b>Planning Evidence</b></p> <input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson <input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction
<p><b>Teacher Evidence</b></p> <input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson <input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

**Scale**

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

**Planning and Preparing for Needs of Students Receiving Special Education**

<b>48. Needs of Students Receiving Special Education</b>
<p>The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.</p>
<p><b>Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a lesson</li> <li><input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction</li> </ul>
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson</li> <li><input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction</li> </ul>

**Scale**

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

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

<b>49. Needs of Students Who Lack Support for Schooling</b>
<p>The teacher identifies the needs of students who come from home environments that offer little support for schooling.</p>
<p><b>Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling</li> <li><input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources</li> <li><input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources</li> </ul>
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework</li> <li><input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources</li> </ul>

**Scale**

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

## Domain 3: Reflecting on Teaching

### Evaluating Personal Performance

#### 50. Identifying Areas of Pedagogical Strength and Weakness

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

**Teacher Evidence**

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

**Scale**

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

**51. Evaluating the Effectiveness of Individual Lessons and Units**

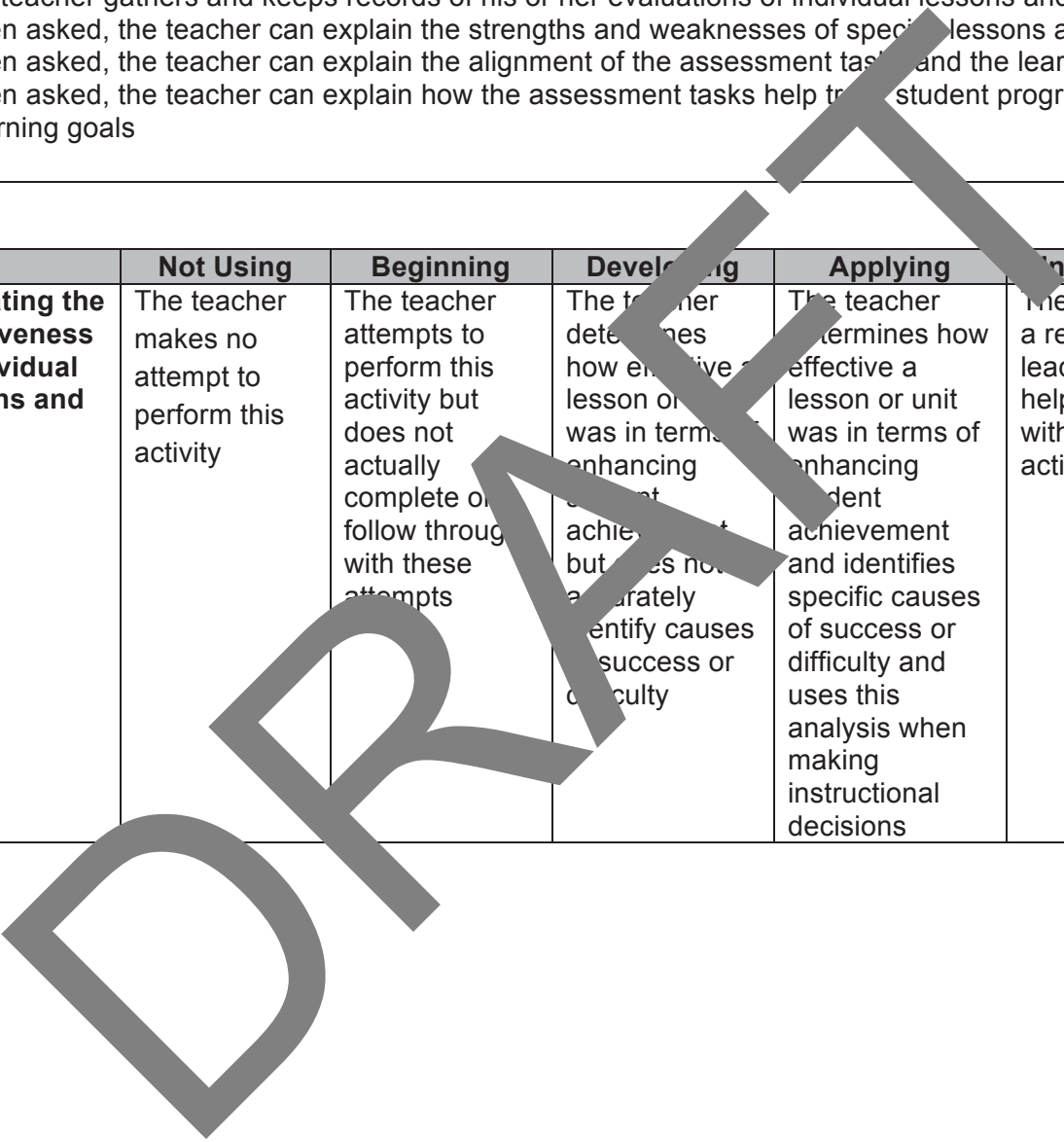
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

**Teacher Evidence**

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

**Scale**

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



**52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors**

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

**Teacher Evidence**

- The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- The teacher provides a written analysis of specific causes of success or difficulty
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

**Scale**

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



**Developing and Implementing a Professional Growth Plan**

**53. Developing a Written Growth and Development Plan**

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

**Teacher Evidence**

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

**Scale**

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

**54. Monitoring Progress Relative to the Professional Growth and Development Plan**

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

**Teacher Evidence**

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

**Scale**

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

**Domain 4: Collegiality and Professionalism**

**Promoting a Positive Environment**

**55. Promoting Positive Interactions with Colleagues**

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

**Teacher Evidence**

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

**Scale**

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

**56. Promoting Positive Interactions about Students and Parents**

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

**Teacher Evidence**

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

**Scale**

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

**Promoting Exchange of Ideas and Strategies**

**57. Seeking Mentorship for Areas of Need or Interest**

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

**Teacher Evidence**

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

**Scale**

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

**58. Mentoring Other Teachers and Sharing Ideas and Strategies**

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

**Teacher Evidence**

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

**Scale**

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

**Promoting District and School Development**

**59. Adhering to District and School Rules and Procedures**

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

**Teacher Evidence**

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

**Scale**

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



**60. Participating in District and School Initiatives**

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

**Teacher Evidence**

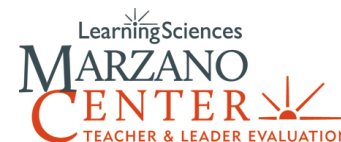
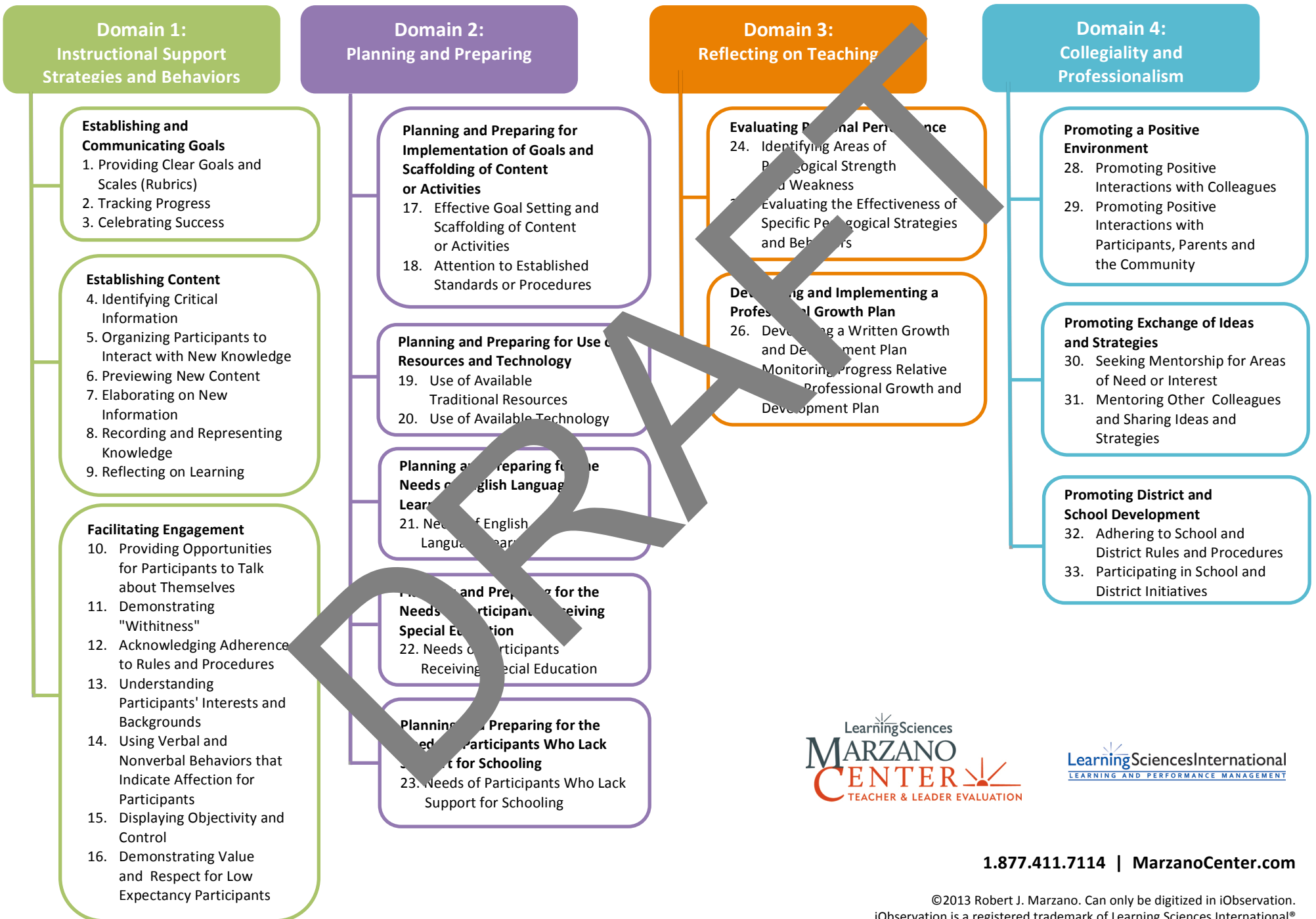
- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in staff development opportunities
- The teacher works to achieve school and district improvement goals
- The teacher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

**Scale**

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

# Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model

## Learning Map



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

## Domain 1: Instructional Support Strategies and Behaviors

### Establishing and Communicating Goals

1. Providing Clear Goals and Scales (Rubrics)
The instructional support member provides clearly stated goals based on area of responsibility that align with school and/or district goals and has a scale that describes levels of performance.
<p><b>Sample Instructional Support Member Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional support member establishes a defined work plan or set of goals aligned with school and district goals</li> <li><input type="checkbox"/> Instructional support member communicates work plan or goals and scales to appropriate people</li> <li><input type="checkbox"/> Instructional support member makes references to their goals throughout the year</li> <li><input type="checkbox"/> Instructional support member can explain how goals support and align with school and/or district goals.</li> <li><input type="checkbox"/> Instructional support member can explain the meaning of the levels of performance articulated in the scale</li> <li><input type="checkbox"/> Instructional support member can explain how their activities relate to the goals</li> </ul>
<p><b>Sample Participant Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, participants, colleagues, and/or administrators can explain how the instructional support member goals relate to and/or support the school or district goals</li> <li><input type="checkbox"/> When asked, participants, colleagues, and/or administrators can explain how the instructional support member's activities relate to the school and/or district goals</li> </ul>
<p><b>Participant</b> is a generic term to include anyone the instructional support member is supporting, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels:</b> (choose one)</p> <p><input type="checkbox"/> Not Using    <input type="checkbox"/> Beginning    <input type="checkbox"/> Developing    <input type="checkbox"/> Applying    <input type="checkbox"/> Innovating    <input type="checkbox"/> Not Applicable</p>

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

**2. Tracking Progress**

The instructional support member facilitates tracking of progress toward goals.

**Sample Instructional Support Member Evidence**

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

**Sample Participant Evidence**

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

**Participant** is a generic term to include anyone the Instructional Support Member is supporting. It includes: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

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

**Scale Levels: (choose one)**

- Not Using
- Beginning
- Developing
- Applying
- Innovating
- Not Applicable

**Scale**

	<b>Not Using</b>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>
<b>Tracking progress</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with partial mission.	Facilitates tracking of progress toward goals.	Facilitates tracking of progress and monitors the extent to which progress is being made at each level of performance.	Adapts and creates new strategies for unique needs and situations.

### 3. Celebrating Success

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

#### Sample Instructional Support Member Evidence

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

#### Sample Participant Evidence

- Participants and/ or colleagues show signs of pride regarding recognition of their accomplishment by the instructional support member

**Participant** is a generic term to include anyone the Instructional Support Member is supporting, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

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

#### Scale Levels: (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Celebrating success</b>	Strategy was called for but not exhibited.	Uses strategy in some manner with some success.	Combines personal, school and district successes relative to progress toward their goals.	Provides recognition of success relative to progress towards their goals and/or monitors the extent to which they and others are motivated to enhance their status.	Adapts and creates new strategies for unique needs and situations.

#### 4. Identifying Critical Information

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

##### Sample Instructional Support Member Evidence

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

##### Sample Participant Evidence

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

**Participant** is a generic term to include anyone the Instructional Support Member is addressing, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

**School** is used generically to represent participants, teachers, and other colleagues in the instructional support member's area of responsibility.

##### Scale Levels: (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

##### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Identifying critical information</b>	Strategy was not called for or not exhibited.	Uses strategy incorrectly or with partial understanding.	Signals to participants which information is critical versus non-critical.	Signals to participants which information is critical versus non-critical and monitors the extent to which participants are attending to critical information.	Adapts and creates new strategies for unique needs and situations.

## 5. Organizing Participants to Interact with New Knowledge

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

### Sample Instructional Support Member Evidence

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

### Sample Participant Evidence

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

**Participant** is a generic term to include anyone the Instructional Support Member is supporting, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

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

### Scale Levels: (choose one)

- Not Using   
  Beginning   
  Developing   
  Applying   
  Innovating   
  Not Applicable

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Organizing participants to interact with new knowledge</b>	Strategy was called for but not exhibited.	Uses strategy independently or with minimal support.	Organizes participants into small groups to facilitate the processing of information.	Organizes participants into small groups to facilitate the processing of information and monitors group processing.	Adapts and creates new strategies for unique needs and situations.

## 6. Previewing New Content

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

### Sample Instructional Support Member Evidence

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

### Sample Participant Evidence

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

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### Scale Levels: (choose one)

- Not Using   
  Beginning   
  Developing   
  Applying   
  Innovating   
  Not Applicable

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Previewing new content</b>	Strategy was called for but not used.	Used strategy correctly or with minor missing.	Engages participants in learning activities that require them to preview and link new knowledge to what has been addressed.	Engages participants in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which participants are making linkages.	Adapts and creates new strategies for unique needs and situations.



**7. Elaborating on New Information**

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

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

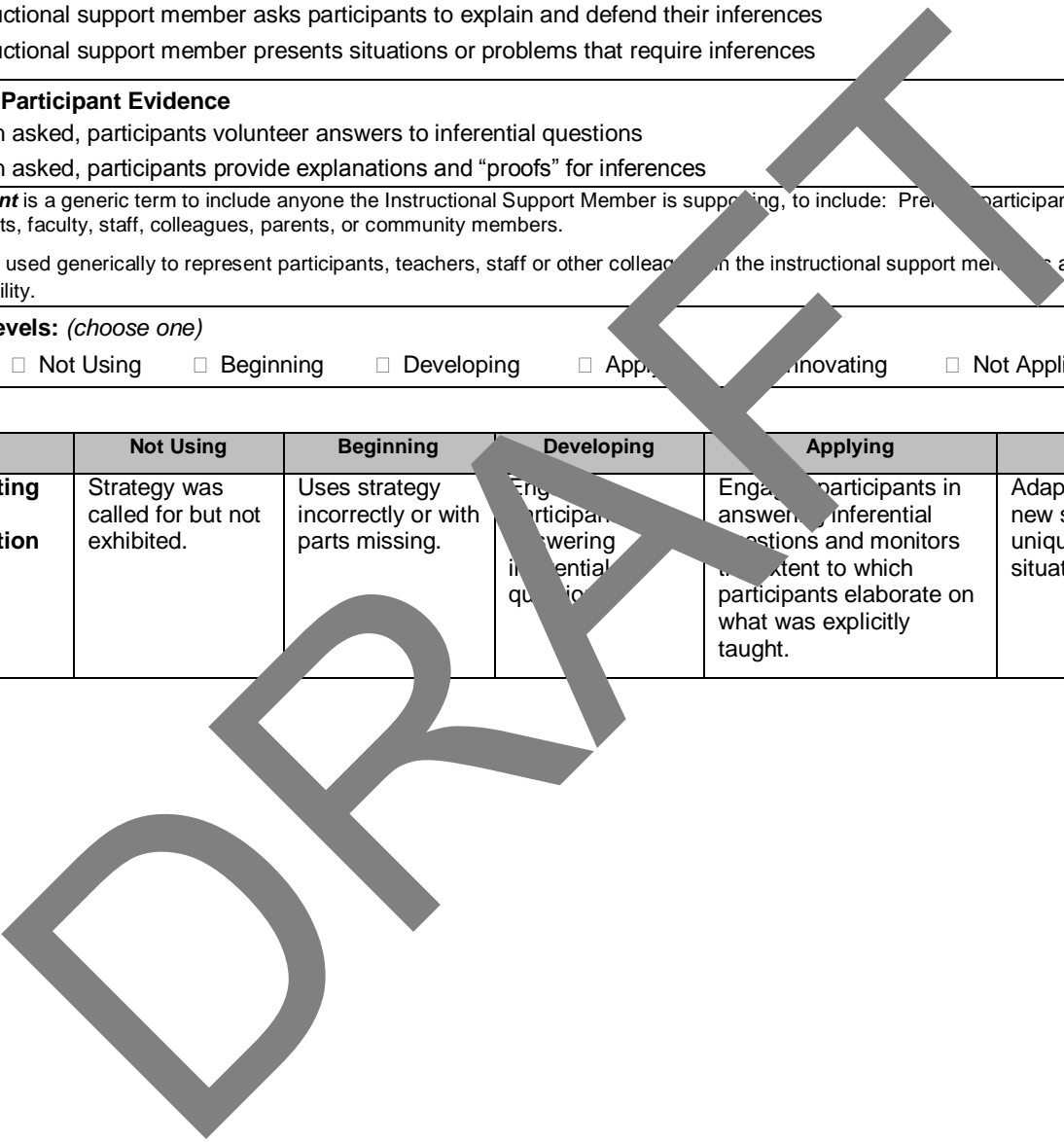
- Sample Participant Evidence**
- When asked, participants volunteer answers to inferential questions
  - When asked, participants provide explanations and “proofs” for inferences

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

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



## 8. Recording and Representing Knowledge

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

### Sample Instructional Support Member Evidence

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

### Sample Participant Evidence

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

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### Scale Levels: (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

### Scale

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

## 9. Reflecting on Learning

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

### Sample Instructional Support Member Evidence

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

### Sample Participant Evidence

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

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### Scale Levels: (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

### Scale

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

**10. Providing Opportunities for Participants to Talk about Themselves**

The instructional support member provides participants with opportunities to relate what is being addressed in a lesson or activity to their personal interests.

**Sample Instructional Support Member Evidence**

- Instructional support member is aware of participant’s interests and makes connections between these interests and class content and educational goals
- Instructional support member structures activities and discussions that ask participants to make connections between schooling and their personal interests

**Sample Participant Evidence**

- When participants are explaining how content relates to their personal interests, the instructional support member appears encouraging and interested
- When asked, participants can make linkages between the lesson or activity and their personal interests
- Participants engage in activities that facilitate making connections between their personal interests and the lesson or activity

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**Scale Levels: (choose one)**

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

**Scale**

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

**11. Demonstrating “Withitness”**

The instructional support member uses behaviors associated with “withitness” to maintain and support adherence to rules, policies, and procedures.

**Sample Instructional Support Member Evidence**

- Instructional support member is accessible to parents and the school community
- Instructional support member establishes healthy professional relationships with participants, colleagues, administrators, and parents
- Instructional support member recognizes potential sources of disruption to classrooms and throughout the entire school and deals with them immediately
- Instructional support member proactively addresses inflammatory situations

**Sample Participant Evidence**

- Participants recognize that the instructional support member is aware of their behavior as well as the climate of the school
- When asked, participants, parents, or colleagues describe the instructional support member as “aware of what is going on” or participants describe the instructional support member as one who “has eyes on the back of their head”

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**Scale Levels: (choose one)**

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

**Scale**

	<b>Not Using</b>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>
<b>Demonstrating “withitness”</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with hesitations.	Uses behaviors associated with “withitness”.	Uses behaviors associated with “withitness” and monitors the effect on behavior and school climate.	Adapts and creates new strategies for unique needs and situations.

**12. Acknowledging Adherence to Rules and Procedures**

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

- Sample Instructional Support Member Evidence**
- Instructional support member provides nonverbal signals that a rule or procedure has been followed:
    - Smile
    - Nod of head
    - High Five
  - Instructional support member gives verbal cues that a rule or procedure has been followed:
    - Thanks participants for following a rule or procedure
    - Describes participant behaviors that adhere to rules or procedures
  - Instructional support member uses tangible recognition when a rule or procedure has been followed:
    - Certificate of merit
    - Token economies

- Sample Participant Evidence**
- Participants or staff members appear appreciative of the instructional support member acknowledging their positive behavior
  - When asked, participants describe instructional support member as appreciative of their good behavior
  - When asked, participants report the instructional support member fairly and consistently acknowledges adherence to rules and procedures

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**Scale Levels: (choose one)**

Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

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

**13. Understanding Participants' Interests and Background**

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

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

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

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

Scale	Not Using	Beginning	Developing	Applying	Innovating
<b>Understanding participants' interests and background</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Participants' interests and background influence interactions with participants.	Participants' interests and background during interactions and monitors the sense of acceptance and community.	Adapts and creates new strategies for unique needs and situations.

## 14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants

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

### Sample Instructional Support Member Evidence

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

### Sample Participant Evidence

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

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### Scale Levels: (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Using verbal and nonverbal behaviors that indicate affection for participants</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses verbal and nonverbal behaviors that indicate affection for participants or colleagues.	Uses verbal and nonverbal behaviors that indicate affection for participants or colleagues and monitors the quality of relationships during all interactions.	Adapts and creates new strategies for unique needs and situations.



**15. Displaying Objectivity and Control**

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

**Sample Instructional Support Member Evidence**

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

**Sample Participant Evidence**

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

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**Scale Levels: (choose one)**

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

**Scale**

	<b>Not Using</b>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>
<b>Displaying objectivity and control</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with partial success.	Operates in an objective and controlled manner.	Operates in an objective and controlled manner, and monitors the effect of all interactions with participants and colleagues.	Adapts and creates new strategies for unique needs and situations.

**16. Demonstrating Value and Respect for Low Expectancy Participants**

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

**Sample Instructional Support Member Evidence**

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

**Sample Participant Evidence**

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

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**Scale Levels: (choose one)**

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

**Scale**

	<b>Not Using</b>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>
<b>Communicating value and respect for low expectancy participants</b>	Strategy was called for but not exhibited	Uses strategy incorrectly or with less than minimal impact	Exhibits behaviors that demonstrate value and respect for low expectancy participants.	Exhibits behaviors that demonstrate value and respect for low expectancy participants and monitors the impact on low expectancy participants.	Adapts and creates new strategies for unique needs and situations.

## Domain 2: Planning and Preparing

### Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities

<b>17. Effective Goal Setting and Scaffolding of Content or Activities</b>
<p>The instructional support member plans the organization of content and activities in such a way that each piece of content or activity builds on previous goals, content, or activities.</p>
<p><b>Sample Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional support member has evidence of a work plan to support his or her goals and the goals of the school and/or district</li> <li><input type="checkbox"/> The plan for presentation of content or activities is logical and progresses from simple to complex</li> <li><input type="checkbox"/> The plan anticipates potential confusions or misunderstandings that participants or schools may experience</li> </ul>
<p><b>Sample Instructional Support Member Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional support member can describe the rationale for how goals are organized within a plan-of-work</li> <li><input type="checkbox"/> Instructional support member can describe the rationale for the sequence of activities or lessons within a plan-of-work</li> <li><input type="checkbox"/> Instructional support member can describe possible confusions that may impact goals, content or activities</li> </ul>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member is working with, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels: (choose one)</b></p> <p style="text-align: center;"> <input type="checkbox"/> Not Using                <input type="checkbox"/> Beginning                <input type="checkbox"/> Developing                <input type="checkbox"/> Applying                <input type="checkbox"/> Innovating                <input type="checkbox"/> Not Applicable         </p>

Scale	Not Using	Beginning	Developing	Applying	Innovating
<b>Effective goal setting and scaffolding of content or activities</b>	The instructional support member makes no attempt to perform this	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member plans the organization of content but the relationship between the goals, content and activities is not clear.	Within the lesson plan, the organization of content and activities is done in such a way that each piece of content or activity builds on previous goals, content, or activities.	The instructional support member is a recognized leader in helping others with this activity.

**18. Attention to Established Standards or Procedures**

The instructional support member develops plans and/or activities that are aligned with established school and/or district standards or procedures.

**Sample Planning Evidence**  
 Plans for instructional activities include important standards identified by the district  
 Plans are developed with attention to established district standards and procedures

**Sample Instructional Support Member Evidence**  
 Instructional support member can explain how their plan of work supports the established school and/or district standards  
 Instructional support member can describe the sequence of the content or activities to be taught as identified by the school and/or district

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

Scale	Not Using	Beginning	Developing	Applying	Innovating
<b>Attention to established standards or procedures</b>	The instructional support member makes no attempt to perform this activity.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these	The instructional support member develops plans and/or activities but all do not align with established school and/or district standards or procedures.	The instructional support member develops plans and/or activities that are aligned with established school and/or district standards or procedures.	The instructional support member is a recognized leader in helping others with this activity.

## Planning and Preparing for Use of Resources and Technology

19. Use of Available Traditional Resources
The instructional support member identifies the available traditional resources (materials and human) for use in their plan of work and/or instructional activities.
<p><b>Sample Planning Evidence</b></p> <p><input type="checkbox"/> The plan outlines resources within the immediate work environment or school that will be used enhance participants' understanding of the content</p> <p><input type="checkbox"/> The plan outlines resources within the community that will be used to enhance participants' understanding of the content</p>
<p><b>Sample Instructional Support Member Evidence</b></p> <p><input type="checkbox"/> Instructional support member can describe how the resources within the immediate work environment and/or the school will be used to enhance participant's' understanding of the content</p> <p><input type="checkbox"/> Instructional support member can describe how resources within the community will be used to enhance participants' understanding of the content</p>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member is supporting, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels: (choose one)</b></p> <p><input type="checkbox"/> Not Using    <input type="checkbox"/> Beginning    <input type="checkbox"/> Developing    <input type="checkbox"/> Applying    <input type="checkbox"/> Innovating    <input type="checkbox"/> Not Applicable</p>

### Scale

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

**20. Use of Available Technology**

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

**Sample Planning Evidence**

- The plan identifies available technology that will be used:
  - Interactive whiteboards
  - Response systems
  - Digital templates
  - Social networking sites
  - Blogs
  - Discussion Boards
- The plan identifies how the technology will be used to enhance participant learning.

**Sample Instructional Support Member Evidence**

- Instructional support member can explain how the technology will be used to reach their goals
- Instructional support member can articulate how the technology will be used to enhance participant learning.

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**Scale Levels: (choose one)**

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

**Scale**

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

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

21. Needs of English Language Learners
The instructional support member provides support for the needs of English Language Learners (ELL) by identifying appropriate adaptations or accommodations that must be made.
<p><b>Sample Planning Evidence</b></p> <p><input type="checkbox"/> The plan identifies the accommodations or adaptations that must be made for individual ELL participants or groups within an instructional activity, or within their area of responsibility</p> <p><input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL participants or groups within their area of responsibility</p>
<p><b>Sample Instructional Support Member Evidence</b></p> <p><input type="checkbox"/> Instructional support member can describe the accommodations that must be made for individual ELL participants or groups within an instructional activity</p> <p><input type="checkbox"/> Instructional support member can describe the adaptations that must be made for individual ELL participants or groups within an instructional activity</p> <p><input type="checkbox"/> Instructional support member can identify support provided in his or her plan of work for ELL participants or the school</p>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member supports to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels:</b> (choose one)</p> <p><input type="checkbox"/> Not Using    <input type="checkbox"/> Beginning    <input type="checkbox"/> Developing    <input type="checkbox"/> Applying    <input type="checkbox"/> Innovating    <input type="checkbox"/> Not Applicable</p>

Scale	Not Using	Beginning	Developing	Applying	Innovating
<b>Needs of English Language Learners</b>	The instructional support member makes no attempt to perform this activity.	The instructional support member attempts to perform this activity but does not actively engage or follow through with these attempts.	The instructional support member provides support for the needs of English Language Learners by identifying appropriate adaptations or accommodations but does not articulate the adaptations or accommodations that will be made to meet these needs.	The instructional support member provides support for the needs of English Language Learners by identifying appropriate adaptations or accommodations and articulates the adaptations or accommodations that will be made to meet these needs.	The instructional support member is a recognized leader in helping others with this activity.

## Planning and Preparing for Needs of Participants Receiving Special Education

22. Needs of Participants Receiving Special Education
The instructional support member identifies the needs of participants receiving special education services by providing accommodations and modifications that must be made for participants receiving special education services.
<p><b>Sample Planning Evidence</b></p> <p><input type="checkbox"/> The plan of work describes accommodations and modifications that must be made for individual participants receiving special education according to the Individualized Education Program (IEP)</p> <p><input type="checkbox"/> The plan of work describes the support the instructional support member will provide for participants receiving special education services</p>
<p><b>Sample Instructional Support Member Evidence</b></p> <p><input type="checkbox"/> Instructional support member can describe the specific accommodations that must be made for individual participants receiving special education services according to their IEP for an instructional activity</p> <p><input type="checkbox"/> Instructional support member can describe the specific support(s) that will be provided for participants receiving special education services</p>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member is supported to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other employees in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels:</b> (choose one)</p> <p><input type="checkbox"/> Not Using    <input type="checkbox"/> Beginning    <input type="checkbox"/> Developing    <input type="checkbox"/> Applying    <input type="checkbox"/> Innovating    <input type="checkbox"/> Not Applicable</p>

Scale	Not Using	Beginning	Developing	Applying	Innovating
<b>Needs of participants receiving Special Education</b>	The instructional support member makes no attempt to identify the needs of participants receiving special education for this activity.	The instructional support member attempts to identify the needs of participants receiving special education for this activity but does not articulate the accommodations or modifications that will be made to meet these needs.	The instructional support member identifies the needs of participants receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs.	The instructional support member identifies the needs of participants receiving special education and the accommodations and modifications that will be made to meet these needs.	The instructional support member is a recognized leader in helping others with this activity.



## Planning and Preparing for Needs of Participants Who Lack Support for Schooling

23. Needs of Participants Who Lack Support for Schooling	
The instructional support member identifies the needs of participants who come from home environments that offer little support for schooling.	
<b>Sample Planning Evidence</b> <input type="checkbox"/> The plan provides for the needs of participants who come from home environments that offer little support for schooling <input type="checkbox"/> When engaging participants, the instructional support member takes into consideration the participants' family resources <input type="checkbox"/> When communicating with the home, the instructional support member takes into consideration family and language resources <input type="checkbox"/> The plan of work describes how the instructional support member provides support for participants who lack support for schooling	
<b>Sample Instructional Support Member Evidence</b> <input type="checkbox"/> Instructional support member can articulate how the needs of participants who come from home environments that offer little support for schooling will be addressed <input type="checkbox"/> Instructional support member can articulate the ways in which the participants' family resources will be addressed when working with participants <input type="checkbox"/> Instructional support member can articulate the ways in which communication with the home will take into consideration family and language resources <input type="checkbox"/> Instructional support member can explain how he or she will provide support for participants who lack support for schooling	
<i><b>Participant</b></i> is a generic term to include anyone the Instructional Support Member is supporting, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members <i><b>School</b></i> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.	
<b>Scale Levels: (choose one)</b> <input type="checkbox"/> Not Using <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Applying <input type="checkbox"/> Innovating <input type="checkbox"/> Not Applicable	

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

## Domain 3: Reflecting on Teaching and Supporting

### Evaluating Personal Performance

<b>24. Identifying Areas of Pedagogical Strength and Weakness</b>
The instructional support member identifies specific strategies and behaviors on which to improve.
<p><b>Sample Instructional Support Member Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional support member identifies specific areas of strengths and weaknesses</li> <li><input type="checkbox"/> Instructional support member keeps track of specifically identified focus areas for improvement</li> <li><input type="checkbox"/> Instructional support member identifies and keeps track of specific areas identified based on individual interest</li> <li><input type="checkbox"/> Instructional support member can describe how specific areas for improvement are identified</li> </ul>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member is supporting. Include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels:</b> (choose one)</p> <p style="text-align: center;"> <input type="checkbox"/> Not Using                    <input type="checkbox"/> Beginning                    <input type="checkbox"/> Developing                    <input type="checkbox"/> Applying                    <input type="checkbox"/> Innovating                    <input type="checkbox"/> Not Applicable             </p>

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

## 25. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The instructional support member determines the effectiveness of specific techniques and strategies relating to their plan of work.

### Sample Instructional Support Member Evidence

- Instructional support member gathers and keeps evidence of the effects of specific strategies and behaviors in his or her area of responsibility
- Instructional support member provides a written analysis of specific causes of success or quality
- Instructional support member can explain the differential effects of specific strategies and behaviors that yield results

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

### Scale Levels: (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Evaluating the effectiveness of specific pedagogical strategies and behaviors</b>	The instructional support member makes no attempt to perform this activity.	The instructional support member attempts to perform this activity but does not fully complete or follow through with the activity.	The instructional support member determines the effectiveness of specific strategies and behaviors regarding their plan of work but does not adequately identify the reasons for their effectiveness.	The instructional support member determines the effectiveness of specific strategies and behaviors regarding their plan of work and identifies the reasons for their effectiveness.	The instructional support member is a recognized leader in helping others with this activity.

## Developing and Implementing a Professional Growth Plan

26. Developing a Written Growth and Development Plan
The instructional support member develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources.
<p><b>Sample Instructional Support Member Evidence</b></p> <p><input type="checkbox"/> Instructional support member constructs a growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources</p> <p><input type="checkbox"/> Instructional support member can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources</p>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member is supporting, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels: (choose one)</b></p> <p><input type="checkbox"/> Not Using    <input type="checkbox"/> Beginning    <input type="checkbox"/> Developing    <input type="checkbox"/> Applying    <input type="checkbox"/> Innovating    <input type="checkbox"/> Not Applicable</p>

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

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

The instructional support member charts his or her progress on the professional growth and development plan using established action plans, milestones, and timelines.

### Sample Instructional Support Member Evidence

- Instructional support member constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- Instructional support member can describe progress toward meeting the goals outlined in the plan supported by evidence

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

### Scale Levels: (choose one)

- Not Using   
  Beginning   
  Developing   
  Applying   
  Innovating   
  Not Applicable

### Scale

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

## Domain 4: Collegiality and Professionalism

### Promoting a Positive Environment

28. Promoting Positive Interactions with Colleagues
The instructional support member interacts with colleagues in a positive manner to promote and support learning.
<p><b>Sample Instructional Support Member Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional support member works cooperatively with appropriate colleagues to address issues that impact learning</li> <li><input type="checkbox"/> Instructional support member establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust</li> <li><input type="checkbox"/> Instructional support member accesses available expertise and resources to support participants' learning needs</li> <li><input type="checkbox"/> Instructional support member can describe situations in which he/she interacts positively with colleagues to promote and support learning</li> <li><input type="checkbox"/> Instructional support member can describe situations in which he/she has helped to extinguish negative conversations about other colleagues</li> </ul>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member is supported to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels:</b> (choose one)</p> <p style="text-align: center;"> <input type="checkbox"/> Not Using                    <input type="checkbox"/> Beginning                    <input type="checkbox"/> Developing                    <input type="checkbox"/> Applying                    <input type="checkbox"/> Innovating                    <input type="checkbox"/> Not Applicable             </p>

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

## 29. Promoting Positive Interactions with Participants, Parents and the Community

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

### Sample Instructional Support Member Evidence

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

### Sample Participant Evidence

- When asked, participants, parents, and/or community members can describe how the instructional support member interacted positively with them

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

### Scale Levels: (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

### Scale

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



## Promoting Exchange of Ideas and Strategies

30. Seeking Mentorship for Areas of Need or Interest
The instructional support member seeks help and input from colleagues regarding specific educational strategies and behaviors.
<p><b>Sample Instructional Support Member Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional support member keeps track of specific situations during which he/she seeks mentorship from others</li> <li><input type="checkbox"/> Instructional support member actively seeks help and input as a member of a Professional Learning Community</li> <li><input type="checkbox"/> Instructional support member actively seeks help and input from appropriate school members to address issues that impact instruction and school or district goals</li> <li><input type="checkbox"/> Instructional support member can describe how he/she seeks input from colleagues regarding issues that impact instruction and school or district goals</li> </ul>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member is supporting. Include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels:</b> (choose one)</p> <p><input type="checkbox"/> Not Using    <input type="checkbox"/> Beginning    <input type="checkbox"/> Developing    <input type="checkbox"/> Applying    <input type="checkbox"/> Innovating    <input type="checkbox"/> Not Applicable</p>

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

**31. Mentoring Other Colleagues and Sharing Ideas and Strategies**

The instructional support member provides other colleagues with help and input regarding specific educational strategies and behaviors relating to their area of responsibility.

**Sample Instructional Support Member Evidence**

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

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

**Scale Levels:** (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

**Scale**

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

## Promoting District and School Development

32. Adhering to School and District Rules and Procedures
The instructional support member is aware of and adheres to school and district rules and procedures.
<p><b>Sample Instructional Support Member Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional support member performs assigned duties</li> <li><input type="checkbox"/> Instructional support member follows policies, regulations, and procedures</li> <li><input type="checkbox"/> Instructional support member maintains accurate records (participant progress, completion of assignments, non-instructional records)</li> <li><input type="checkbox"/> Instructional support member fulfills responsibilities in a timely manner</li> <li><input type="checkbox"/> Instructional support member understands legal issues related to participants and families</li> <li><input type="checkbox"/> Instructional support member demonstrates personal integrity</li> <li><input type="checkbox"/> Instructional support member keeps track of specific situations in which he/she adheres to rules and procedures</li> <li><input type="checkbox"/> Instructional support member is knowledgeable and adheres to state code of ethics, professional standards and code of conduct applicable to the position</li> </ul>
<p><b>Participant</b> is a generic term to include anyone the Instructional Support Member supports. Participants include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p><b>School</b> is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
<p><b>Scale Levels:</b> (choose one)</p> <p><input type="checkbox"/> Not Using    <input type="checkbox"/> Beginning    <input type="checkbox"/> Developing    <input type="checkbox"/> Applying    <input type="checkbox"/> Innovating    <input type="checkbox"/> Not Applicable</p>

Scale	Not Using	Beginning	Developing	Applying	Innovating
<b>Adhering to school and district rules and procedures</b>	The instructional support member makes no attempt to perform this activity.	The instructional support member attempts to perform this activity but does not complete or follow through with these attempts.	The instructional support member is aware of school and district rules and procedures, but does not adhere to all of these rules and procedures.	The instructional support member is aware of school and district rules and procedures and adheres to them.	The instructional support member is a recognized leader in helping others with this activity.

### 33. Participating in School and District Initiatives

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

#### Sample Instructional Support Member Evidence

- Instructional support member participates in school activities and events as appropriate to support participants and the school community
- Instructional support member serves on school and district committees
- Instructional support member participates in staff development opportunities
- Instructional support member works to achieve school and district improvement goals
- Instructional support member keeps tracks of specific situations in which he/she has participated in school and/or district initiatives
- Instructional support member can describe or show evidence of their participation in school and district initiatives

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

#### Scale Levels: (choose one)

- Not Using     Beginning     Developing     Applying     Innovating     Not Applicable

#### Scale

	Not Using	Beginning	Developing	Applying	Innovating
<b>Participating in school and district initiatives</b>	The instructional support member makes no attempt to perform this activity.	The instructional support member attempts to perform this activity but does not usually complete or follow through on these attempts.	The instructional support member is aware of school and district initiatives but does not participate in them in accordance with their talents and availability.	The instructional support member is aware of school and district initiatives and participates in them in accordance with their talents and availability.	The instructional support member is a recognized leader in helping others with this activity.

## Alignment to the Florida Educator Accomplished Practices (FEAP)

Practice	Evaluation Indicators
<b>1. Instructional Design and Lesson Planning</b>	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	D2 E44
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	D2 E42-43
c. Designs instruction for students to achieve mastery;	D2 E42-43
d. Selects appropriate formative assessments to monitor learning;	D1 E2, E6-23 (monitoring)
e. Uses diagnostic student data to plan lessons; and,	D2 E47-49; D3 E52
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	D2 E43
<b>2. The Learning Environment</b>	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	D1 E5, E28
b. Manages individual and class behaviors through a well-planned management system;	D1 E4, E33-35
c. Conveys high expectations to all students;	D1 E39-41
d. Respects students' cultural linguistic and family background;	D1 E39
e. Models clear, acceptable oral and written communication skills;	D1 E6
f. Maintains a climate of openness, inquiry, fairness and support;	D1 E38
g. Integrates current information and communication technologies;	D1 E46
h. Adapts the learning environment to accommodate the differing needs and diverse backgrounds of students;	D1 E36; D2 E47-49
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	D2 E46-49
<b>3. Instructional Delivery and Facilitation</b>	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	D1 E24-32; D2 E43
b. Deepen and enrich students' understanding through content-area literacy strategies, verbalization of thought, and application of the subject matter;	D2 E42
c. Identify gaps in students' subject matter knowledge;	D3 E51-52
d. Modify instruction to respond to preconceptions or misconceptions;	D1 E6-23; D2 E42 (monitoring & adapting)
e. Relate and integrate the subject matter with other disciplines and life experiences;	D2 E42
f. Employ higher-order questioning techniques;	D1 E11
g. Apply various instructional strategies and resources, including appropriate technology, to provide comprehensive instruction, and to tailor instruction for student understanding;	D1 E6-E23; D2 E46
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	D1 E6-23; D2 E47-49 (monitoring & adapting)
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	D1 E6-23 (monitoring & adapting)
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	D1 E6-23 (monitoring & adapting)


<b>4. Assessment</b>	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	D1 E2, E6-23; D3, E51-52 (monitoring & adapting)
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	D1 E2; D2 E42-43
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	D1 E2, E6-23 (monitoring and adapting)
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge and skills;	D1 E6-23; D2 E47-49 (monitoring and adapting)
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	D1 E2
f. Applies technology to organize and integrate assessment information.	D1 E2; D2 E46
<b>5. Continuous Professional Improvement</b>	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on student needs;	D3 E50-53
b. Examines and uses data-informed research to improve instruction and student achievement;	D3 E50-52
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	D3 E50-52
d. Collaborates with the home, school and larger communities through communication and to support student learning and continuous improvement;	D4 E55-56
e. Engages in targeted professional growth opportunities and reflective practice;	D3 E53-54
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	D4 E60
<b>6. Professional Responsibility and Ethical Conduct</b>	
Understanding that educators are held to a high standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	D4 E59

## Observation Process

All observations are conducted in iObservation found at [www.effectiveeducators.com](http://www.effectiveeducators.com).

**Logging in for the first time**

1. Go to [www.effectiveeducators.com](http://www.effectiveeducators.com) and click the *First Time User* link.
2. Enter your full PCS email address and click submit. You will receive an email with additional directions.

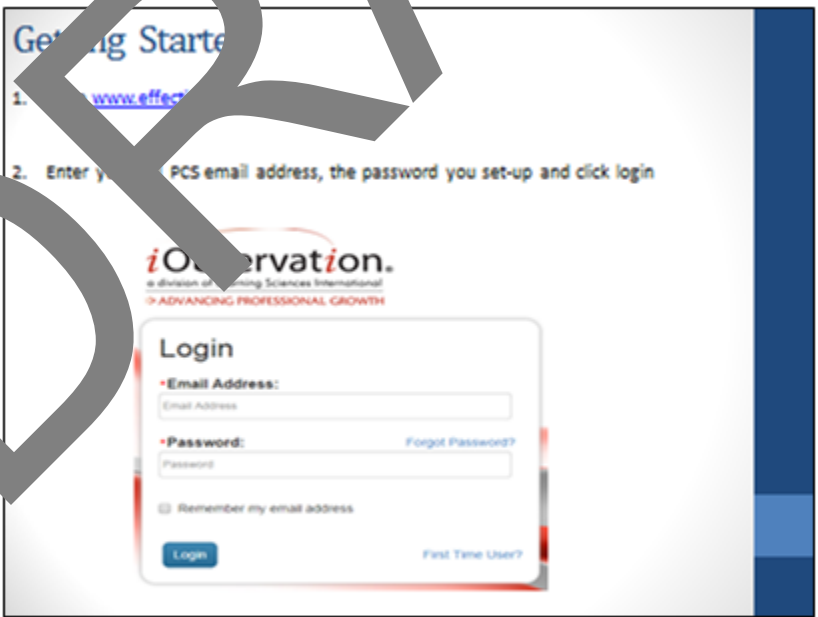


If you are logging in for the first time on the website [www.effectiveeducators.com](http://www.effectiveeducators.com) and click on the First Time User link.

This will take you to the first time user screen where you will enter your full PCSB email address and click submit. You will receive an email with additional directions for setting up a password.

**Getting Started**

1. Go to [www.effectiveeducators.com](http://www.effectiveeducators.com)
2. Enter your PCS email address, the password you set-up and click login

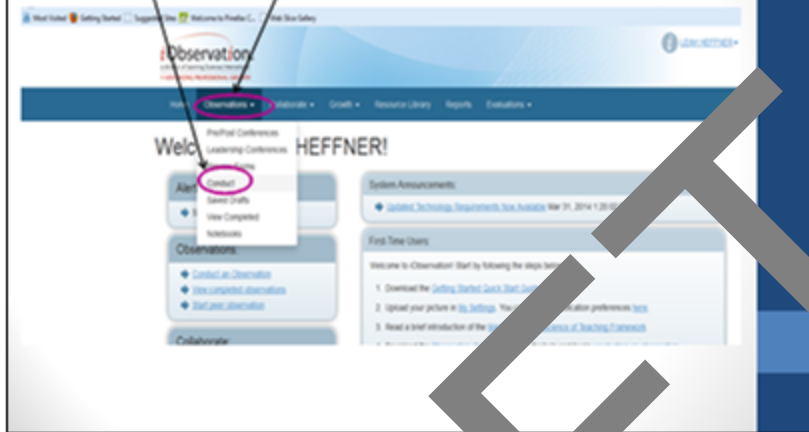


To begin, go to the website [www.effectiveeducators.com](http://www.effectiveeducators.com)

Enter your full PCS email and password that you set-up. Click Login

## Conducting an Observation

On the home screen, click on Observations, then click on Conduct.



To begin an observation, click on the tab titled "observations"

From the drop down menu, select "Conduct"

## Conducting an Observation

Scroll and find the name of the staff member you will be observing, or enter her/his name in the search box.

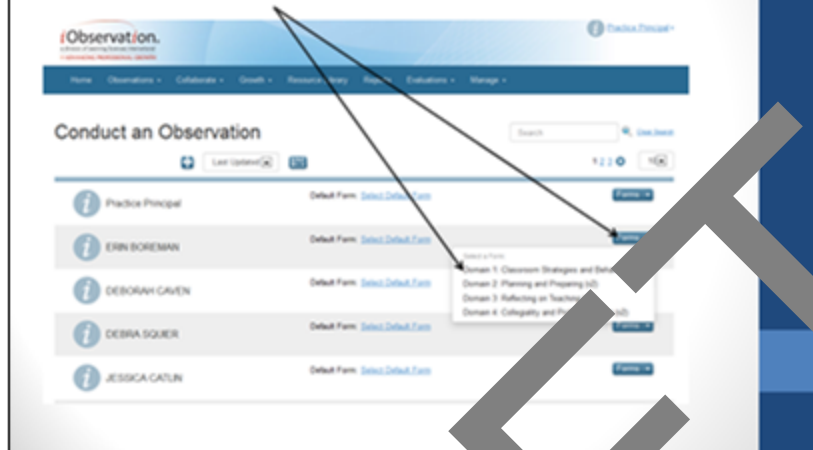


This will bring up a list of everyone you can conduct an observation on. Scroll through the names and find the name of the staff member you will be observing, or enter her/his name in the search box. Keep in mind that system will not find nicknames or names spelled incorrectly.



## Conducting an Observation

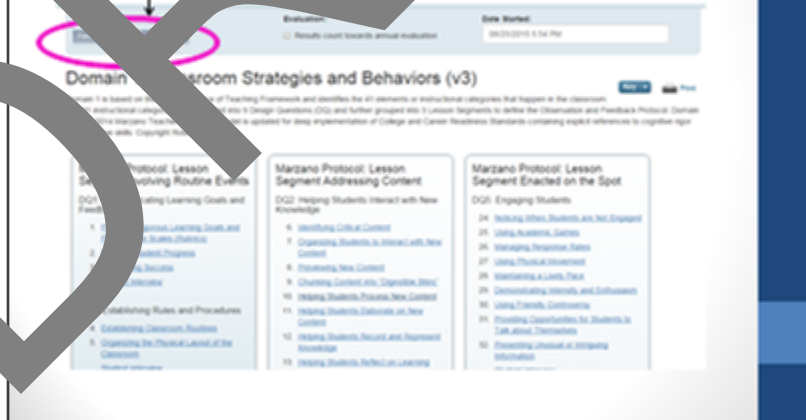
Click on Forms, then select the Domain that corresponds with the indicators you are observing.



Once you locate the person you will be observing, click on "Forms" and select the appropriate form. You should only see the forms that are appropriate for a person's job code. If you feel like the form is incorrect, stop and contact [appraisalsupport@pcsb.org](mailto:appraisalsupport@pcsb.org).

## Conducting an Observation

Select the type of observation:  
Formal, Informal, or Walkthrough



Once you have selected the correct form, you will need to choose the type of observation by clicking formal, informal, or walkthrough at the top of the form.

## Conducting an Observation

Check "Results count towards annual evaluation" for formal and informal

Type:  Formal  Informal  Assessment

Results count towards annual evaluation

Date Worked: 08/25/2015 9:54 PM

### Domain 1: Classroom Strategies and Behaviors (v3)

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 3 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive skills and cognitive skills. Copyright Robert J. Marzano

#### Marzano Protocol: Lesson Segment Involving Routine Events

##### DQ1: Communicating Learning Goals and Feedback

1. Providing, Revising, Learning Goals and Performance Objectives (Rubrics)
2. Checking Student Progress
3. Communicating Success Student Interacts

##### DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

#### Marzano Protocol: Lesson Segment Addressing Content

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

6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Checking New Content
9. Checking Content into "Openable, Shovel" Items
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Recall and Reconstruct Knowledge
13. Helping Students Reflect on Learning

#### Marzano Protocol: Lesson Segment Enacted on the Spot

##### DQ5: Engaging Students

24. Welcoming Other Students into the Classroom
25. Using Academic Games
26. Welcoming Responses
27. Using Think-Alouds
28. Establishing a Safe and Supportive Environment
29. Encouraging Student Enthusiasm
30. Using Cooperative Learning
31. Encouraging Students to Ask Questions
32. Encouraging Student to Engage in Learning

If you are conducting a formal or informal observation, you will also need to check the box "results counts toward evaluation". DO NOT count walkthroughs toward evaluation.

## Conducting an Observation

Click the name of the element you have observed and would like to rate

Type:  Formal  Informal  Assessment

Results count towards annual evaluation

Date Worked: 08/25/2015 9:54 PM

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Click the name of the element you have observed and would like to rate.

## Conducting an Observation

Use the check boxes to mark the teacher and student evidences you observed

The screenshot shows a web-based observation tool interface. At the top, there is a header with the title "Conducting an Observation" and a navigation bar. Below the header, there is a main content area with several sections. The first section is titled "Use the check boxes to mark the teacher and student evidences you observed". Below this, there is a form with two columns of evidence items, each with a checkbox. The second column is titled "Student Evidence". Below the evidence items, there is a "Comments" section with a text box. At the bottom of the form, there is a "Table of Contents" button. Callout boxes with arrows point to various parts of the interface: "Use the check boxes to mark the teacher and student evidences you observed" points to the evidence checkboxes; "Click on the appropriate rating" points to a rating dropdown menu; "Use the text box to provide comments that support what you observed" points to the comments text box; and "Click 'table of contents' to go back and select another element" points to the "Table of Contents" button.

Sample teacher and student evidences can be checked to observe them. Remember these are samples and are not the only evidences that can demonstrate implementation of an element.

Click the appropriate rating based on the level of implementation for the element.

Use the text box to provide comments that support what you observed

Once you are done providing feedback for the element, click "table of contents" to go back and select another element. You would repeat the steps on this screen for each element you observe.

## Conducting an Observation

If you are not finished filling in all indicators, but need to exit the program and return to it at a later time, click on "Save and Close"

If you need to save your progress, but do not want to leave iObservation, click "Save Draft"

Current Session: Online

Cancel Save and Close Save Draft Finish

Evaluation:  Results count towards annual evaluation Date Started: 09/04/2016 3:13 PM

### Strategies and Behaviors (v2)

Using Framework and identifies the 41 elements or instructional categories that happen in the classroom. These are organized into 3 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback.

Lesson Segments Addressing Content	Lesson Segments Enacted on the Spot
DQ2: Helping Students Interact with New Knowledge	DQ5: Engaging Students
4. Identifying Critical Information	24. Noticing when Students are not Engaged
7. Organizing Students to Interact with New Knowledge	25. Using Academic Games
8. Choosing New Content	26. Managing Resources/Bates
9. Chunking Content into "Digestible Bites"	27. Using Physical Movement
10. Presenting New Information	28. Maintaining a Lively Pace
	29. Demonstrating Intensity and Enthusiasm

If you are not finished filling in all indicators, but need to exit the program and return to it at a later time, click on "Save and Close" at the top right of the screen.

If you need to save your progress, but do not want to leave iObservation, click "Save Draft"

If you have finished filling in all observed indicators and are ready to submit, Click on "Finish"

## Conducting an Observation

### Once you click "Finish"...

Verify the correct type is selected and the "results count" check box is correctly marked or left blank

You can leave additional comments and set notifications

Note: Once you "Finish and Lock-in Results", you cannot go back and edit – it is final.

Confirm Observation Finish

Type:  Formal  Informal  Workshop

Date Started: 06/22/2014 3:42 PM

Evaluation:

Results count towards annual evaluation

Overall Comments for Practice Teacher:

Notifications:

Send notification email to Practice Teacher that a new observation has been posted

Require Practice Teacher to acknowledge results

Finish and Lock-in Results

Submit

Click "Finish and Lock-in Results" to submit final evaluation

Once you click finish, you will need to confirm the observation.

Verify that the correct type of observation is marked and the results count check box is correctly marked or left blank.

You can leave additional comments and set notifications.

Finally, click "finish and lock-in results". Once you, select finish and lock in results, you cannot go back and make edits. The observation results will be final.

### 3. Other Indicators of Performance

#### **DELIBERATE PRACTICE PLAN (DPP)**

The purpose of the DPP is to intentionally and incrementally improve teacher practice in order to increase student achievement. The plan provides an opportunity for analysis of teacher evaluation and student achievement data. Through this analysis instructional staff will reflect upon their professional learning as it relates to impacting student progress building upon their own professional growth. In order to complete the plan, individuals will review their schoolwide initiatives, consider student assessment data, prior year evaluation results and then identify learning goals that focus on student achievement. The DPP is a requirement of the district and state and a component of the teacher evaluation. The DPP contains clearly defined goals and activities designed to improve teacher practice. Administrators will meet with staff to discuss their progress and plans at the beginning, middle and end of each school year. Administrator and teacher may document amendments and comments in the notes section.

The Deliberate Practice Plan contains the following sections:

- Self-Assessment
- Goal Development
- Action Plan Development
- Track Progress.

The administrator and teacher both contribute input and notes to the DPP.

The deliberate practice represents 10% of the final score.

## Steps for Developing Deliberate Practice Plan

### Demographic Information:

Please complete all demographic data including name, position, plan date, worksite and type of plan. (Note: ONLY Teachers on Improvement who are using this document as a success plan and their respective administrators need initials/dates in the spaces provided.)

### Step 1 Self-Assessment (to be developed collaboratively between the teacher and administrator)

Complete the PCS Teacher Self-Assessment using the Professional Indicator Rubric/Flip Chart, Post-conference feedback and Current Administrative Review. Select an Indicator (Instructional Strategy) and/or Content as a focus area for growth.

- Box 1:
  - For an Instructional Strategy: Thinking about what you currently do to implement strategies or the strategy you chose, list the Indicator you want to improve.
  - For Content Knowledge: List the current content Knowledge you wish to improve.
- Box 2
  - For an Instructional Strategy: Using the Professional Indicator Flip Chart, select aspects of the strategy (teacher evidence) that you plan to develop.
  - For Content Knowledge: Describe what you expect to learn and the resulting changes in your practice.
- Box 3
  - For an Instructional Strategy: Describe the changes in student behaviors and learning outcomes (data) based on student evidence and assessments.
  - For Content Knowledge: Describe the changes in student behaviors and learning outcomes (data) based on student evidence and assessments.

### Step 2 Write Growth Goals

What to consider when writing a growth goal:

- A Growth Goal should specifically refer to one or more of the Rubric Indicators (teaching strategies) of effective teaching or an area of content knowledge.
  - Goal should be clearly defined
  - Goal should be challenging but achievable
  - Goal should measure outcomes not activities

### Step 3 Develop an Action Plan

- Describe actions you will take to perform differently in your classroom to improve the use of the identified strategy or content area, and the materials needed to accomplish the action.
  - A. Describe the professional learning (lesson study, book study, observation, research, MoodleLMS course work, coaching/mentoring, etc.) that is specifically related to your goal that you will undertake in order to improve your practice and student learning.
  - B. Describe the specific plans you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
  - C. Describe actions you will take to monitor your progress and revise as necessary.

**(Step 3 Cont.) Shaded Areas for Teacher on Improvement (required):**

*\*\*\*NOTE: The shaded areas may also be completed by teachers NOT “On Improvement” who choose to complete these sections for their own benefit.*

- Describe the assistance required to complete the action step and the collaborating personnel who will be involved in helping to complete the action steps.
- Develop the timeline for completing the action steps for the goal.
- The term “On Improvement” is not synonymous with the rating of “needs improvement” or “developing” described in Section 1012.34, Florida Statutes.
- This section is NOT to be considered the exclusive method to develop a Success Plan for teachers.

**Step 4: Track Progress**

- Reflect and record insights about the strategies you have identified and practiced by completing the three reflection boxes.
- 5 suggested ways a Teacher Can Engage in Progress Monitoring
  - Using a Reflection Log
  - Use Video Data
  - Collect Student Survey Data
  - Use Student Achievement Data
  - Use Observation data
- Midpoint Progress Review:
  - Teacher and Administrator review the progress made on Goals and Action Steps
- Final Progress Reflection
  - Reflection questions are collaboratively answered by the teacher and administrator.

**Important Notes:**

- Clarification
  - The Deliberate Practice Plan provides for 5 Goals. The expectation is that each employee will complete at least one substantive goal that is agreed to by the teacher and administrator.
  - The option for completing more goals is intended as a way to target specific Indicators, behaviors, or content areas on which the teacher and administrator plan to focus.
  - Multiple goals may be small in scale and capable of being achieved over a shorter time period.
  - Multiple goals may be implemented for teachers who wish to be rated highly effective during the next administrative review.
- Progress Monitoring Checkpoints:
  - Initial Collaboration with Administrator should be completed by all
  - At least 1 Mid-Cycle Review should be completed by the teacher and administrator (NOTE: there is room for two Mid-Cycle Reviews if possible)
- Rubric for Completion of Deliberate Practice Plan
  - Unsatisfactory = Did not attempt (0 Points)
  - Developing/Needs Improvement = Attempted but with major parts missing (3 Points)
  - Effective = Performed action steps but results not evident (10 Points)
  - Highly Effective = Performed action steps with positive results (10 Points)



## Deliberate Practice Plan

*Deliberate Practice is a way for employees to grow their expertise through a series of planned action steps, reflections, and collaboration.*

First Name	M.I.	Last Name	Position
Date of Plan	Worksite		Type of Plan <input type="checkbox"/> Effective Teacher <input type="checkbox"/> New Teacher <input type="checkbox"/> Teacher on Improvement _____ (Teacher Initial) _____ (Admin Initial) (Date)

**Step 1: Self-Assessment** (to be developed collaboratively between the teacher and administrator)

Using the Professional Indicator Rubric/Flip Chart, the Teacher Self-Assessment Tool, feedback from the Post-conference, and your current Administrative Review, identify the Indicator/s (from the Professional Indicator Rubric) or content knowledge that you wish to develop.

Current Practices (i.e. instructional strategy rubric indicator and/or content knowledge) I want to improve:	Changes in teacher behavior/practice (teacher evidence from the Flip Chart or expected content knowledge gain and effect on practice) I expect to see:	Changes in student behaviors and learning outcomes (data) I expect to see:
1		
2		
3		
4		
5		

**Step 2: Write Growth Goals (S.M.A.R.T.)** (Specific, Measurable, Attainable, Realistic, Timely)

**Example:** "By the end of the year, I will increase my score on Indicator 1.1a - How do I involve and guide students in tracking their own progress" from a rating of "needs improvement" to a rating of "effective" and I expect to see these results in student behaviors and learning outcomes."

Goals
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

**Step 3: Develop an Action Plan**

For A: Describe the professional learning you will engage in to improve your practice and student learning.

For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.

For C: Describe actions you will take to monitor your progress and revise as necessary.

\*In the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (\*\*\*)Only teachers on improvement need to complete the shaded areas.\*\*\*

	Action Steps	Resources	Additional Support Assistance Required & Collaborating Personnel	Timeline Completion Dates
Goal 1	A. B. C.	A. B. C.	A. B. C.	A. B. C.
Goal 2	A. B. C.		A. B. C.	A. B. C.
Goal 3	A. B. C.		A. B. C.	A. B. C.
Goal 4	A. B. C.	A. B. C.	A. B. C.	A. B. C.
Goal 5	A. B. C.	A. B. C.		A. B. C.

**Step 4: Track Progress**

Record insights about the practices you have identified and practiced by completing the three reflection boxes below.

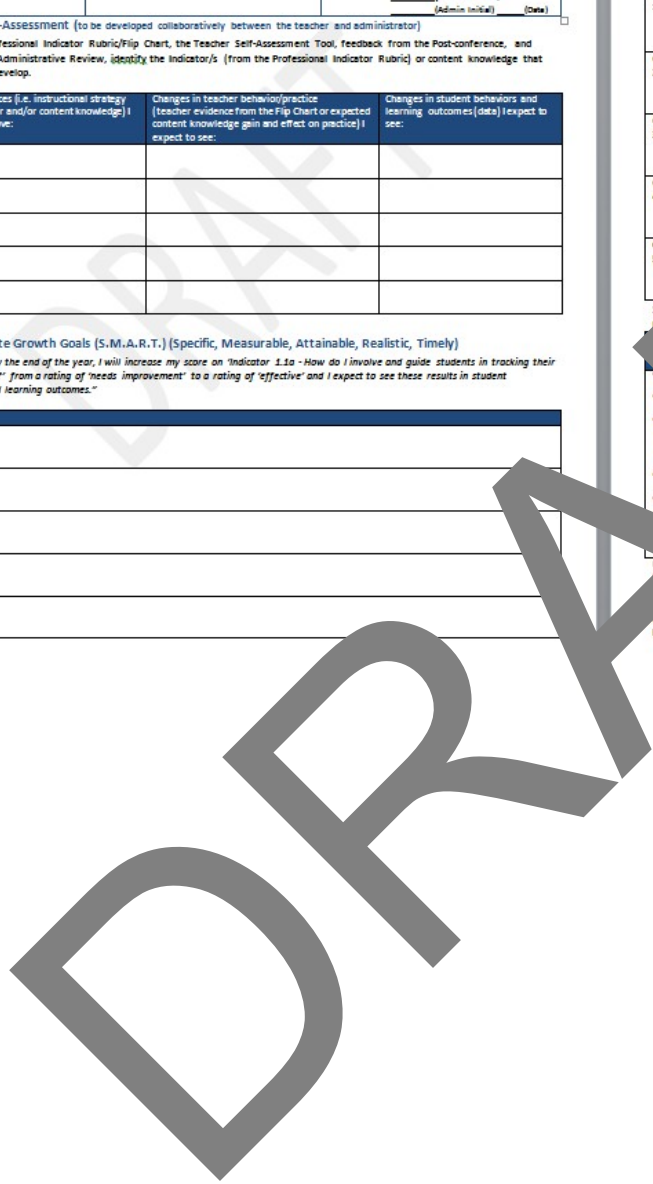
Reflection Questions	Reflection and Monitoring	Midpoint Progress Review with Administrator	Final Progress Reflection
* How are you feeling about the process? * How are you feeling about the difficulties? * When I am working well, what content know... and a working well for... * On what will I focus below... and the most progress... * How am I tracking the impact... on student learning?			* To what degree were you successful in meeting your goals? What is your evidence? * How has your Deliberate Practice Plan changed your professional practice? * Other thoughts... * Next steps...

Teacher Initial: \_\_\_\_\_ Administrator Initial: \_\_\_\_\_  
 Teacher Initial: \_\_\_\_\_ Administrator Initial: \_\_\_\_\_  
 Teacher Initial: \_\_\_\_\_ Administrator Initial: \_\_\_\_\_

Final Employee fulfilled Deliberate Practice: HE  (10pts) E  (10pts) D/NI  (3pts) U  (0 pts)

Date: \_\_\_\_\_ Signature of Teacher: \_\_\_\_\_ Signature of Administrator: \_\_\_\_\_

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## Parental Input

Florida Statute 1012.34(2)c requires that the district "...give parents an opportunity to provide input into employee performance assessment when appropriate." Each school annually gives notice that they have an opportunity to submit the Parent Input form and submit to the building administrator.

### PARENT INPUT FORM AND PARENT/TEACHER INPUT FORM

Attached are two forms that are designed to meet state requirements of providing a mechanism for input into teacher and administrator performance evaluation. Schools are required to advertise this process and make forms available in the school office.

#### Parent Input Form

(regarding teacher evaluation)

The **Parent Input Form** (or similar school-based form) may be used by parents regarding input into a teacher evaluation. The administrator decides how much weight is given to the parent input. Forms must be signed to be used for consideration. A copy must be given to the employee. Parent input forms need only be kept on file for one year and then they may be discarded. Forms should be available in the school office. The simplest way to communicate the availability of the form is through the school newsletter.

#### Parent/Teacher Input Form

(regarding administrator evaluation)

**Parent/Teacher Input Form** (or a similar school-based form) may be used by parents and teachers to provide input regarding an administrator's evaluation. Forms should be available to parents and teachers in the school office. Forms must be signed and sent to the appropriate Area Superintendent via pony or US mail.

Please be sure to share the information regarding both forms with your parents and staff. Feel free to use the sample newsletter below as a communication piece for your newsletter.

### SAMPLE NEWSLETTER ARTICLE

#### Parent Input

Pinellas County Schools welcomes input of parents regarding the job performance of district employees. A **Parent Input Form** is available for parents to give input regarding teacher performance. Also available is a **Parent/Teacher Input Form** for input regarding administrator performance. Each form requires a signature. A copy of the form will be shared with the employee. Forms are available in the school office.



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

The final summative calculation is the combination of:

- The instructional practice score valued at 56.7%
- Student Performance Data valued at 33.3%
- Deliberate Practice Score valued at 10%.

A 4.0 scale is being implemented for all instructional final evaluations. This scale is aligned to the four evaluation categories (Highly Effective, Effective, Needs Improvement (Developing for teachers in their first three years) and Unsatisfactory). Using the 4.0 scale allows for a process to develop like scales for the instructional practice and the student performance portions of the final evaluation. It also provides a standard method for scaling student performance data across the various student data use categories

Each category will be defined as follows:

Highly Effective: 3.45-4.0

Effective: 2.45-3.44

Developing/Needs Improvement: 1.45-2.44

Unsatisfactory: 1.0-1.44

The final evaluation document is pictured on the following pages.

# Final Evaluation for Practice Teacher Finished Needs Attention

[Back to Completed Evaluations](#)

[Delete](#)

Print

<b>Learner:</b> Practice Teacher	<b>Evaluator:</b> AMBER NASH	<b>Evaluation Category:</b> Classroom Teacher	<b>Observation Period:</b> Sep 2, 2014 to Sep 25, 2015 America/New_York	<b>Date Submitted:</b> Mar 3, 2015
<b>Learner UUID:</b> pteacher@pcsb.org	<b>Buildings:</b> Countryside High School			

## Final Score: N/A

<b>Instructional Practice</b> <span style="float: right;">50.0%</span>  <span style="font-size: 24pt; font-weight: bold;">2.818</span>  Effective	<b>Professional Development</b> <span style="float: right;">10.0%</span>  <span style="font-size: 24pt; font-weight: bold;">Highly Effective/Effective</span>	<b>Student Achievement (FCATV)</b> <span style="float: right;">40.0%</span>  <span style="font-size: 24pt; font-weight: bold;">N/A</span>
---	---	---

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer	
No	Standard	Employee Appraisal Non-Pilot Schools	Mar 2, 2015 8:44:14 AM	Pinellas Schools Classroom Rubric	AMBER NASH	<a href="#">View in a new window</a>

Final Score Scale Range: 0.0 - 4.0

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

DRAFT

# Instructional Practice: 2.818 - Effective

Instructional Practice Scale				
Label	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.45 - 3.449	1.45 - 2.449	0.0 - 1.449

Weight: 50.0% | Range: 0.0 - 4.0

**Administrative Review**

Score: 2.8182

Scale	Count
Level 4.0 (Highly Effective)	0 (0.0%)
Level 3.0 (Effective)	27 (81.82%)
Level 2.0 (Developing or Needs Improvement)	6 (18.18%)
Level 1.0 (Unsatisfactory)	0 (0.0%)
Total Count:	33

# Professional Development: Highly Effective/Effective

**Professional Development**

Score: Highly Effective/Effective Weight: 10.0%

Scale	Count
Level 3.0 (Highly Effective (10))	0 (0.0%)
Level 2.0 (Effective (10))	1 (100.0%)
Level 1.0 (Developing/Needs Improvement (3))	0 (0.0%)
Level 0.0 (Unsatisfactory (0))	0 (0.0%)
Total Count:	1

# Student Achievement (FCAT 4.0 Math): N/A

**Student Achievement (FCAT 4.0 Math) Scale**

Weight: 40.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Details	0.0	2.45 - 3.449	1.45 - 2.449	0.0 - 1.449

**Student Achievement (FCAT 4.0 Math)**

Weight: 40.0%

N/A

## **5. Additional Requirements**

### **The verification protocol is as follows:**

Verification of your roster is a biannual process which serves many purposes; The students assigned to you, as a result of verification, may be used for the following: your Value-Added calculation (if you receive one), for possible future calculations, and many other tools being developed by the State of Florida. It is imperative that your roster be accurate. Even if you do not receive a Value-Added score this year, the roster may be used in future calculations.

### **The Verification Rules are as follows:**

1. The rosters are representative from FTE surveys 2 and 3. The State uses the FTE survey data submitted by school districts to compile teacher rosters. The school district does not have an option to use a timeframe other than that as determined by the survey. The delay between survey week and the roster verification process is due to the state survey timeline and when the state compiles the rosters statewide.
2. If a student is on a teacher roster ANY day between the survey period, the student must remain on the roster
3. Only actual errors are to be considered appropriate changes
  - a. Poor attendance or poor performance is NOT a valid reason for removal of a student
    - i. Keep in mind that VAM accounts for this in the formula
4. If a student is removed from one teacher's roster, she must be added to another teacher's roster
5. Rosters must represent the reality of who is in each teacher's classroom

### **Instructions**

Teachers may view their rosters in "Reports Manager" by:

1. Log in to PCS website
2. Click on "reports"
3. Go to the folder called "ProfDevelopment"
4. Click on the report called "Students Roster (RSK0025)"

5. Select the correct FTE Survey Report following from the dropdown

The screenshot shows a web browser window displaying the Pinellas County Schools website. The address bar shows the URL: [https://www.pcsb.org/index.php?option=com\\_content&view=article&id=490&Itemid=4](https://www.pcsb.org/index.php?option=com_content&view=article&id=490&Itemid=4). The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The website's navigation menu includes Home, About Us, Schools, Departments, Business, Human Resources, Quick Links, and Newsroom. A sidebar on the left contains a 'Program' dropdown menu with the following items: Focus/SIS (Portal), eLearning Center, Employee Self Service, Intranet/Staff Page, Outboard, Reports, Sunshine Connections, Tech Help, Webmail, Student Reservation System (SRS), Recover Lost Grades, Moodle LMS, Lighthouse Guidance, and Mentoring Village. The main content area features a 'Welcome to Pinellas County Schools' header, a 'LATEST NEWS' section with articles about a Connecticut school shooting and fiscal cliff information, and a 'Get In Sync this school year' sidebar with a 'Free Educational Resources!' link.

## Instructions Roster Verification Process (cont.)



Report Manager - Windows Internet Explorer  
http://reports.pcsb.org/reports/Pages/Folder.aspx

File Edit View Favorites Tools Help

Report Manager

- View All Reports Run Count (MAIN010)
- View All Reports Run Count by Month (MAIN020)
- 2009 Race and Ethnicity Data Collection
- Advanced Studies and Academic Excellence (ASAE)
- AVID
- BadgePass Reports
- Being Fit Matters
- Bullying
- Differentiated Accountability
- District Survey
- Doorways
- Dropout Prevention
- Master Schedule
- Middle School Reports
- MoodleLMS
- MoodleLMS Roster
- NCLB
- PCS Assessments
- PCS Data Dashboard
- PCS Portfolio Reports
- Pinellas Education Foundation
- ProfDevelopment
- Purchasing
- Risk

Report Manager - Windows Internet Explorer  
http://reports.pcsb.org/Reports/Pages/Folder.aspx?%2FProfDevelopment

File Edit View Favorites Tools Help

Report Manager

Pinellas County School District Server Reporting Services 2005  
Home > ProfDevelopment

Home | My Subscriptions | Help

Search for:  Go

Contents Properties

Show Details

- Employee Appraisal Summary (RSK0060)
- EmployeeAppraisal by School (RSK0100)
- EmployeeAppraisal by Score (RSK0110)
- EmployeeAppraisal(RSK0050\_02)
- EmployeeAppraisal\_2011-2012
- EmployeeAppraisalExcelLayout(RSK0051)
- Students Roster (RSK0025)
- VAM Score (RSK0120)
- VAM Students Roster (RSK0020)



## Instructions Roster Verification Process (cont.)

Please ensure that the **survey** is as it appears below. Once the report is run (view report), you will see the courses that you are teaching. Below the course, you will see three columns of students. Verify that all the students assigned to you meet the criteria stated in the directions above.

The screenshot shows a web browser window displaying a report from Pinellas County Schools. The report title is "Students Roster (RSK0025)". The browser address bar shows the URL: [http://reports.pcsb.org/Reports/Pages/Report.aspx?ItemPath=%2FProfDevelopment%2FStudents+Roster+\(RSK0025\)](http://reports.pcsb.org/Reports/Pages/Report.aspx?ItemPath=%2FProfDevelopment%2FStudents+Roster+(RSK0025)). The report interface includes a search bar, a "View Report" button, and a table of data. The table has columns for "Teacher" (Last Name, First Name), "Schedule" (Period, Method, Room), and "Course" (Abbr Title, Course ID). The first row of data shows a teacher with last name "R..." and first name "L...", teaching a course titled "EIGHTH GRADE REE" with course ID "5010050". The report is displayed in a browser window with a large "DRAFT" watermark overlaid.

Teacher		Schedule			Course	
Last Name	First Name	Period	Method	Room	Abbr Title	Course ID
R...	L...	0101	S	3	EIGHTH GRADE REE	5010050

Remember to make sure that you see ALL pages in the document. At the top left you can see page 1 of 28. This example document has 28 pages that should be verified

## Instructions Roster Verification Process (cont.)

- If you **DO NOT** need to make any changes, **NO ACTION** is necessary
- If you need to make amendments based upon the Roster Verification rules, please:
  1. Print the roster
    - a. Where it states “select format”, choose “Acrobat (PDF) file”
  2. Click on “export” which appears to the right
  3. Print the PDF document as you would any other document from your computer (save a copy for your records)
  4. Manually note the changes needed
    - a. Examples: Add student (full name and ID), Delete student because..., Change course because...
  5. Make a copy for your records
    - a. Note: you will not have access to the reports after the due date
  6. Give the original printed roster with changes to your DM by **Due Date**

Pinellas County Schools SQL Server Reporting Services 2005  
Home > ProfDevelopment >  
**Students Roster (RSK0025)**

Select School: [Dropdown]    Select Reporting Period: [Dropdown]    school year 2012/2013    View Report

1 of 28    100%    Find | Next    Select a format    Export

Teacher		Course	
Last Name	First Name	Course ID	Course Name
[A]	[B]	0101	MATH GRADE THREE
[C]	[D]	0102	MATH GRADE THREE
[E]	[F]	0103	MATH GRADE THREE
[G]	[H]	0104	MATH GRADE THREE
[I]	[J]	0105	MATH GRADE THREE
[K]	[L]	0106	MATH GRADE THREE
[M]	[N]	0107	MATH GRADE THREE
[O]	[P]	0108	MATH GRADE THREE
[Q]	[R]	0109	MATH GRADE THREE
[S]	[T]	0110	MATH GRADE THREE

## Instructions Roster Verification Process (cont.)

- The DMT will complete the normal amendment process
  1. If a teacher submits a change outside of the Roster Verification rules, the DMT will forward the information to the principal
  2. The Principal will follow up with the teacher to explain why the amendment will not be made
  3. The DMT will forward any roster conflicts to the principal for review and decision making
  4. The DMT will send a copy of the teacher's printed report and proposed changes, with the amendment information, to the FTE Office
  5. DMT's will complete the amendments by **Due Date**
  6. The FTE office will complete amendments

### **Special Note**

Florida Statute 1012.34(8) requires a state process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes. It is important that you carefully follow the guidelines and only add or remove students according to the rules. Unconventional changes that do not fall within the rules will result in deletion of those students and may result in additional review by district personnel in accordance with the Code of Conduct.

### **Determination of Evaluator and Evaluation Input**

Duties of the School Principal are defined in Statute 1012.28: "Each school principal is responsible for the performance of all personnel employed by the district school board and assigned to the school to which the school is assigned to the school to which the principal is assigned. The school principal shall faithfully and effectively apply the personnel assessment system approved by the school board pursuant to 1012.34. The principal is responsible for the evaluation system and may assign evaluation responsibilities to assistant principals assigned to the school building."

Florida Statute 1012.34(7)(c) allows for evaluator input from other trained personnel into the evaluation process. To improve the quality and frequency of feedback to the developing teacher it will be necessary to allow for input from other trained professionals. Content Specialists and district based administrators will be trained with school based administrators in the Marzano Evaluation Model, and may be integral in providing observations for instructional staff.

## **Description of Training Programs**

### **Instructional Staff Members**

All instructional staff members received 1.5 days of training during preschool to cover the transition from the hybrid model to the Marzano model, the expectation for administrators and instructional staff members in regards to the observation and evaluation process and procedures, details of the Marzano framework including how each element will be observed and rated. The training was differentiated for classroom instructional and non-classroom instructional.

Instructional staff members who were absent during preschool or had a postponed training date provided an introduction to the system during New Employee Training and are offered make-up offerings for the details of the framework. The make-up offerings are both face-to-face and online.

### **Initial Certification for Evaluators**

In order to provide consistency in teacher observations throughout the district, all administrators are required to participate and complete Administrator Certification Training which includes 18 hours of training. This includes a detailed dive into each element of the instructional frameworks and two days of inter-rater reliability training, which administrators are required to successfully complete an assessment. The training is designed to emphasize the importance of the observer assessing the quality of the student learning based upon the actions of the teacher. This is a shift in how traditional observations and feedback have taken place in the past.

This process is facilitated by Learning Sciences International to train administrators in lesson observation through practice in observing, coding, and identifying the impact of teacher action upon students and learning. During the process, participants complete multiple observations (including pre and assessment), and practice a pre-conference and a post-conference in order to earn their certification in lesson observation.

### **Inter-rater Reliability Assessment for Evaluators**

In order to ensure consistency across the district, administrators take part in a Rater Reliability training to assess the quality of the formal observation process.

Annually, all school administrators will participate in evaluation training and assessment in which they will conduct observations, script what they see, and then rate their individual observations. The purpose of the session is to ensure that observers meet the minimum standards for identifying appropriate elements of classroom instruction as well as accuracy of rating and feedback.

The observation results are reviewed for consistency with a master score set in order to determine whether calibration criterion has been met. Each administrator is provided feedback of their performance. Calibration results are used to develop administrator training and support.

### **Timely Feedback**

In accordance with s. 1012.34(3)(c), F.S., all evaluators are expected to provide the written report to the employee no later than 10 days after the evaluation takes place. The report will be provided through iObservation and will be accessible electronically as soon as the evaluator selects finish.

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

Each year, instructional staff members complete a Differentiate Practice Plan (DPP). In this plan, action steps are proposed including what professional development a staff member will take to support their growth. These actions are taken as an intentional study of a portion of your practice related to growth of an evaluation element. This can include Professional Learning Network trainings, observing colleagues who are demonstrating best practices, book study, lesson study, PLCs and cross grade level PLCs that are focused on specific topics.

All professional development in the Professional Learning Network is searchable and recommendable by the aligned evaluation element. This practice ensures meaningful and purposeful selection of professional development to foster targeted professional growth.

Any teacher rated less than effective will be placed on a success plan. The success plan is a prescribed improvement plan documenting performance concerns. The teacher will be provided with ongoing support and assistance through professional development and in some cases, be assigned a mentor.

## Minimum Observation Expectation

Each instructional staff member will receive a minimum of 4 observations as defined in the chart below.

PROBATIONARY OR TEACHER IN NEED OF SUPPORT	ANNUAL, PROFESSIONAL SERVICE, and CONTINUING CONTRACT
<b>First Semester</b>	
First Formal Observations: Within first 60 days of employment (Pre-observation conference/ observation/ post-observation conference). Completion of formative evaluation  Informal Observations	Three (3) observations must occur no later than the end of the third grading period  Minimum of Three (3) Informal and one Formal Observation (Pre-observation conference/ observation/ post-observation conference) observations
<b>Second Semester</b>	
Informal Observation  Formal Observation (Pre observation conference/observation/post observation conference)  ↓ Summative Evaluation	↓ Summative Evaluation

## Parental Input

Florida Statute 10.104(2)c requires that the district "...give parents an opportunity to provide input into employee performance assessment when appropriate." Each school annually gives notice that they have an opportunity to submit the Parent Input form and submit to the building administrator.

## PARENT INPUT FORM AND PARENT/TEACHER INPUT FORM

Attached are two forms that are designed to meet state requirements of providing a mechanism for input into teacher and administrator performance evaluation. Schools are required to advertise this process and make forms available in the school office.

### Parent Input Form

(regarding teacher evaluation)

The **Parent Input Form** (or similar school-based form) may be used by parents requesting input into a teacher evaluation. The administrator decides how much weight is given to the parent input. Forms must be signed to be used for consideration. A copy must be given to the employee. Parent input forms may only be kept on file for one year and then they may be discarded. Forms should be available in the school office. The simplest way to communicate the availability of the form is through the school newsletter.

### Parent/Teacher Input Form

(regarding administrator evaluation)

**Parent/Teacher Input Form** (or a similar school-based form) may be used by parents and teachers to provide input regarding an administrator's evaluation. Forms should be available to parents and teachers in the school office. Forms must be signed and sent to the appropriate Area Superintendent via pony or US mail.

Please be sure to share the information regarding these forms with your parents and staff. Feel free to use the sample notice below as a communication piece for your newsletter.

<p style="text-align: center;"><b>SAMPLE NEWSLETTER ARTICLE</b></p> <p style="text-align: center;"><b>Parent Input</b></p> <p>Pinellas County Schools welcomes input from parents regarding the job performance of district employees. A <b>Parent Input Form</b> is available for parents to use regarding teacher performance. Also available is a <b>Parent/Teacher Input Form</b> for input regarding administrator performance. Each form requires a signature. A copy of the form will be shared with the employee. Forms are available in the school office.</p>
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## **6. District Evaluation Procedures**

In accordance with s. 1012.34(3)(c), F.S., The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. The evaluator must discuss the written evaluation report with the employee. The employee shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.

According to current contract language, as determined through district and PCTA collaboration and negotiation the process for amendment of evaluations is as follows:

Grievance Process - Probationary Contract, Annual Contract, Professional Services, or Continuing Contract teachers shall have the right to file a grievance through the Assistant Superintendent, Human Resources if the teacher feels the process for conducting the evaluation was not followed. A grievance is not available to challenge anything in any of the categories in the evaluation, to challenge student growth score, or student achievement data, deliberate practice score, or to challenge the final rating.

Appeal Process - Annual, PSC or CC teachers have the right to appeal their final evaluation if the rating would constitute grounds for termination pursuant to Section 1012.33, F.S. and Section 1012.335, F.S. An appeal shall be reviewed by a three (3) member panel which shall include the Area Superintendent, the Assistant Superintendent, Human Resources and the Superintendent's designee. This panel's decision is final but does not replace a right to a hearing under Section 1012.33, F.S. and Section 1012.335, F.S.

The superintendent will annually notify the FLDO of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations.

Instructional personnel will receive written notification from the district four (4) weeks prior to the end of the school year of intent to terminate or non-renew their contract. The superintendent will annually notify the FLDO of any instructional personnel who are given written notice by the district of intent to terminate or non-renew their contract.

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## **7. District Self-Monitoring**

### **Inter-rater Reliability Assessment for Evaluators**

In order to ensure consistency across the district, administrators take part in a Rater Reliability training to assess mastery of the formal observation process.

Annually, all school administrators will participate in evaluation training and assessment in which they will conduct observations, script what they see, and then rate the individual observations. The purpose of the session is to ensure that observers meet minimum standards for identifying appropriate elements of classroom instruction as well as accuracy of rating and feedback.

The observation results are reviewed for consistency with a master score set in order to determine whether calibration criterion has been met. Each administrator is provided feedback of their performance. Calibration results are used to develop administrator training and support.

### **Timely Feedback**

In accordance with s. 1012.34(3)(c), F.S., evaluators are expected to provide the written report to the employee no later than 10 days after the evaluation takes place. The report will be provided through iObservation and will be accessible electronically as soon as the evaluator selects finish.

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

Each year, instructional staff members complete a Deliberate Practice Plan (DPP). In this plan, action steps are proposed including what professional development a staff member will take to support their goals. These actions are taken as an intentional study of a portion of your practice related to growth of a specific element. This can include Professional Learning Network training, observing colleagues who are demonstrating best practices, book study, lesson study, PLC and cross grade level PLCs that are focused on specific topics.

All professional development in the Professional Learning Network is searchable and recommended by the aligned evaluation elements. This practice ensures meaningful and purposeful selection of professional development to foster targeted professional growth.

Any teacher rated less than effective are placed on a success plan. The success plan is a prescribed improvement plan documenting performance concerns. The teacher will be provided with ongoing support and assistance through professional development and in some cases, be assigned a mentor.

## **Use of Evaluation Data for District Improvement**

Florida Statute 1012.34 (2)(a) requires evaluation systems for instructional personnel and school administrators to be designed to support effective instruction and student growth, and that performance evaluation results must be used to develop district and school improvement plans. Florida Statute 1012.34 (2)(b) requires districts to provide instruments, procedures, and criteria for continuous quality improvement of the professional skills of personnel and school administrators, and performance evaluation results must be used when identifying professional development. Pinellas County has developed a strategic plan with the primary goal being 100% student success. Area Superintendents are provided monthly updates on evaluation progress, observation data, and use this information to guide the development of district initiatives and leader development.

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**DRAFT**