PINELLAS COUNTY SCHOOLS

2017-18

Instructional Evaluation System

Pinellas County Florida

Dr. Michael Grego

Mr. Lou Cerreta

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).

We will use the VAM score on a scale of 1 to 4 provided by the DOE as 33.3% of final summative score or when not available we will derive a local Student Performance score on the same 1 to 4 scale.

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 are available must be used. Newly hired teachers will be assessed only using the current year's assessment data.

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 in 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.

Newly hired teachers receive a formative midpoint evaluation in addition to the final evaluation. The formative evaluation is given at a time when state issued student performance data is not available therefore the district will allow the site based administrator to determine the appropriate student performance measure for the newly hired personnel during their formative evaluation. The district will use the non VAM calculation for scoring this evaluation.

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

For Example:

2.5 (Instructional Practice Score) * .567 = 1.42
4.0 (Student Performance Data) * .333 = 1.33
4.0 (Deliberate Practice Score) * .10 = .4

Final Summative Score = 1.42 + 1.33 + .4 = 3.15 (Effective)

All non-VAM student performance scores will be scaled to a 4.0 scale, as described above that is aligned to the 4.0 scales that the state utilizes to assign VAM. Data sources for non-VAM courses are described below.

Plan for Student Performance Data Use: 2017-2018

High School:

Job Description	Student	Notes
HS FSA subjects (9, 10 ELA, Reading)	State assessment	
HS FSA grade level, non-FSA subjects	FSA Reading Scores ***District Common Exams***	
Algebra	State assessment	
Biology	Biology EOC	
Geometry	Geometry EOC	
US History (11th grade)	US History EOC	
Non-FSA grade level and Non-State EOC courses	-PERT -FCAT retakes -AICE -SAT/ACT -District Common Exams	
AP Teachers	AP Exams	
IB Teachers	IB Exams	

Middle School:

Job Description	Student	Notes
Middle School FSA Subjects	State assessment	
Middle School non-FSA Subjects	FSA Reading Scores District Common Exams	
Middle School Algebra, Civics, Geometry (EOC)	EOCs	

Plan for Student Performance Data Use: 2016-2017

Elementary:

Job Description	Student	Notes
PreK	GOLD	
Kindergarten	***ELA module/MAP assessment***	
First Grade	***ELA module/MAP assessment***	
Second Grade	***ELA module/MAP assessment***	
Third Grade	***State 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	Notes
Guidance: Elementary	State assessment	
Guidance: Middle	State assessment	
Guidance: High	9th-11th grade: Grade level FSA Reading 12th 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: 2016-2017

ESE:

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

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.

<table>
<tr><th>PROBATIONARY OR
TEACHER IN NEED OF SUPPORT</th><th>ANNUAL, PROFESSIONALSERVICE, and
CONTINUING CONTRACT</th></tr>
<tr><td>First Semester</td><td></td></tr>
<tr><td>First Formal Observations: Within first 60 days of employment (Pre-observation conference/ observation/ post-observation conference). Completion of formative evaluation.

Informal Observations</td><td rowspan="2">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

Summative Evaluation</td></tr>
<tr><td>Second Semester

Informal Observation

Formal Observation (Pre-observation conference/observation/post-observation conference)

Summative Evaluation</td></tr>
</table>

The instructional practice calculation is completed using conjunctive soring 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.

Highly Effective (4)	**Effective (3)**	**Developing/Needs Improvement (2)**	**Unsatisfactory (1)**
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	**Non-Classroom**
Domain 1: 68%	Domain 1: 36%
Domain 2: 14%	Domain 2: 27%
Domain 3: 8%	Domain 3: 17%
Domain 4: 10%	Domain 4: 20%

3. Then, the final numbers from the previous step are added together.

4. That rating 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

2014 Marzano Teacher Evaluation Model
Learning Map

Learning Sciences Marzano Center Teacher & Leader Evaluation

Learning Sciences International — Learning and Performance Management

Domain 1: Classroom Strategies and Behaviors

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

Lesson Segment Involving Routine Events

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

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

Lesson Segment Addressing Content

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

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

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

Lesson Segment Enacted on the Spot

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

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

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

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

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

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

Domain 2: Planning and Preparing

Planning and Preparing

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

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

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

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

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

Domain 3: Reflecting on Teaching

Reflecting on Teaching

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

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

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

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

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

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

Marzano Protocol: Lesson Segment Involving Routine Events

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

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

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

2. Tracking Student Progress

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

3. Celebrating Success

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

Example Teacher Evidence

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

- Show of hands
- Certification of success
- Parent notification
- Round of applause
- Academic praise

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

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

4. Establishing Classroom Routines

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

5. Organizing the Physical Layout of the Classroom

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

Example Teacher Evidence

❒❒ The physical layout of the classroom has clear traffic patterns
❒❒ The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
❒❒ The physical layout of the classroom provides easy access to materials and centers
❒❒ The classroom is decorated in a way that enhances student learning

- Bulletin boards relate to current content (e.g., word walls)
- Student work is displayed

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

Marzano Protocol: Lesson Segment Addressing Content

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

6. Identifying Critical Content

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

7. Organizing Students to Interact with New Content

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

Example Teacher Evidence

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

❒❒ Teacher organizes students into ad hoc groups for the lesson
❒❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

8. Previewing New Content

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

Example Teacher Evidence

❒❒ Teacher facilitates identification of the basic relationship between prior ideas and new content
❒❒ Teacher uses preview questions before reading
❒❒ Teacher uses K-W-L strategy or variation of it
❒❒ Teacher provides an advanced organizer
- Outline
- Graphic organizer

❒❒ Teacher has students brainstorm
❒❒ Teacher uses anticipation guide
❒❒ Teacher uses motivational hook/launching activity
- Anecdote
- Short multimedia selection
- Simulation/demonstration
- Manipulatives

❒❒ Teacher uses digital resources to help students make linkages
❒❒ Teacher uses strategies associated with a flipped classroom

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

9. Chunking Content into "Digestible Bites"

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

10. Helping Students Process New Content

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

Example Teacher Evidence

❒❒ Teacher employs formal group processing strategies
- Jigsaw
- Reciprocal teaching
- Concept attainment

❒❒ Teacher uses informal strategies to engage group members in actively processing
- Predictions
- Associations
- Paraphrasing
- Verbal summarizing
- Questioning

❒❒ Teacher facilitates group members in generating conclusions

Example Student Evidence

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

❒❒ Students generate conclusions about the new content
❒❒ Students can verbally summarize or restate the new information

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

11. Helping Students Elaborate on New Content

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

12. Helping Students Record and Represent Knowledge

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

Example Teacher Evidence

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

❒❒ Teacher asks students to represent new knowledge through various types of models
- Mathematical
- Visual
- Linguistic (e.g., mnemonics)

❒❒ Teacher facilitates generating and manipulating images of new content

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

13. Helping Students Reflect on Learning

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

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

14. Reviewing Content

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

Example Teacher Evidence

❒❒ Teacher begins the lesson with a brief review of content
❒❒ Teacher systematically emphasizes the cumulative nature of the content
❒❒ Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another

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

Example Student Evidence

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

- Artifacts
- Pretests
- Warm-up activities

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

15. Organizing Students to Practice and Deepen Knowledge

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

Example Teacher Evidence

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

❒❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

❒❒ Students explain how the group work supports their learning
❒❒ While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
- Students actively ask and answer questions about the content
- Students add their perspective to discussions

❒❒ Students move and work within groups with an organized purpose
❒❒ Students have an awareness of the power of interpretations
❒❒ Students avoid negative thinking
❒❒ Students take various perspectives
❒❒ Students interact responsibly
❒❒ Students appear to know how to handle controversy and conflict resolution
❒❒ Students attend to the cognitive skill(s)

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

16. Using Homework

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

17. Helping Students Examine Similarities and Differences

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

Example Teacher Evidence

❒❒ Teacher engages students in activities that require students to examine similarities and differences
- Comparison activities
- Classifying activities
- Analogy activities
- Metaphor activities
- Identifying basic relationships between ideas that deepen knowledge
- Generating and manipulating mental images that deepen knowledge

❒❒ Teacher asks students to summarize what they have learned from the activity
❒❒ Teacher asks students to linguistically and non-linguistically represent similarities and differences
❒❒ Teacher asks students to explain how the activity has added to their understanding
❒❒ Teacher asks students to draw conclusions after the examination of similarities and differences
❒❒ Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

18. Helping Students Examine Their Reasoning

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

Example Teacher Evidence

❒❒ Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
- Faulty logic
- Attacks
- Weak reference
- Misinformation

❒❒ Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
- Statement of a clear claim
- Evidence for the claim presented
- Qualifiers presented showing exceptions to the claim

❒❒ Teacher asks students to examine logic of errors in procedural knowledge

❒❒ Teacher asks students to analyze errors to identify more efficient ways to execute processes

❒❒ Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning

❒❒ Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Student Evidence

❒❒ Students can describe errors or informal fallacies in content

❒❒ Students can explain the overall structure of an argument presented to support a claim

❒❒ Student artifacts indicate students can identify errors in reasoning or make and support a claim

❒❒ Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning

❒❒ Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

19. Helping Students Practice Skills, Strategies, and Processes

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

Example Teacher Evidence

❒❒ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
- Guided practice if students cannot perform the skill, strategy, or process independently
- Independent practice if students can perform the skill, strategy, or process independently

❒❒ Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
❒❒ Teacher employs "worked examples"
❒❒ Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
❒❒ Teacher models the skill, strategy, or process

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

20. Helping Students Revise Knowledge

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

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

21. Organizing Students for Cognitively Complex Tasks

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

Example Teacher Evidence

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

❒❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

❒❒ Students describe the importance of generating and testing hypotheses about content
❒❒ Students explain how groups support their learning
❒❒ Students use group activities to help them generate and test hypotheses
❒❒ While in groups, students interact in explicit ways to generate and test hypotheses
- Students actively ask and answer questions about the content
- Students add their perspectives to discussions

❒❒ Students move and work within groups with an organized purpose
❒❒ Students have an awareness of the power of interpretations
❒❒ Students avoid negative thinking
❒❒ Students take various perspectives
❒❒ Students interact responsibly
❒❒ Students appear to know how to handle controversy and conflict resolution
❒❒ Students attend to the cognitive skill(s)

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

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

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

Example Teacher Evidence

❒❒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
- Generate conclusions
- Identify common logical errors
- Present and support claims
- Navigate digital resources

❒❒ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
- Generate conclusions
- Identify common logical errors
- Present and support claims
- Navigate digital resources

Example Student Evidence

❒❒ Students participate in tasks that require them to generate and test hypotheses

❒❒ Students can explain the hypothesis they are testing

❒❒ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation

❒❒ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
- Generate conclusions
- Identify common logical errors
- Present and support claims
- Navigate digital resources
- Identify how one idea relates to others

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

23. Providing Resources and Guidance for Cognitively Complex Tasks

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

Example Teacher Evidence

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

❒❒ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks

❒❒ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students
- Digital
- Technical
- Human
- Material

Example Student Evidence

❒❒ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks

❒❒ Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

❒❒ Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

Scale

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

Reflection Questions

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

Student Interviews

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

Marzano Protocol: Lesson Segment Enacted on the Spot

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

24. Noticing When Students are Not Engaged

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

25. Using Academic Games

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

Example Teacher Evidence

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

- Taking various perspectives
- Interacting responsibly
- Handling controversy and conflict

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

26. Managing Response Rates

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

Example Teacher Evidence

❒❒ Teacher uses appropriate wait time
❒❒ Teacher uses a variety of activities that require all students to respond
- Response cards
- Students use hand signals to respond to questions
- Choral response

❒❒ Teacher uses technology to keep track of student responses
❒❒ Teacher uses response chaining
❒❒ Teacher increases response rates by requiring students to back up responses with evidence

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

27. Using Physical Movement

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

Example Teacher Evidence

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

❒❒ Teacher has students physically act out or model content to increase energy and engagement
❒❒ Teacher uses give-one-get-one activities that require students to move about the room

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

28. Maintaining a Lively Pace

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

29. Demonstrating Intensity and Enthusiasm

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

Example Teacher Evidence

❒❒ Teacher enthusiastically demonstrates depth of content knowledge
❒❒ Teacher demonstrates importance of content by relating it to authentic, real-world situations
❒❒ Teacher describes personal experiences that relate to the content
❒❒ Teacher signals excitement for content by
- Physical gestures
- Voice tone
- Dramatization of information

❒❒ Teacher strategically adjusts his/her energy level in response to student engagement

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

30. Using Friendly Controversy

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

Example Teacher Evidence

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

- Taking various perspectives
- Interacting responsibly
- Handling controversy and conflict

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

31. Providing Opportunities for Students to Talk about Themselves

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

32. Presenting Unusual or Intriguing Information

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

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

33. Demonstrating "Withitness"

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

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

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

Example Teacher Evidence

❒❒ Teacher reminds students of self-regulation strategies
❒❒ Teacher provides nonverbal signals when student behavior is not appropriate
- Eye contact
- Proximity
- Tap on the desk
- Shaking head "no"

❒❒ Teacher provides verbal signals when student behavior is not appropriate
- Tells students to stop
- Tells students that their behavior is in violation of a rule or procedure

❒❒ Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior)
❒❒ Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior)
❒❒ Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she has broken)

Example Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Applying 43onsequenc e for lack of adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Consistently and fairly applies consequences for not following rules and procedures.	Consistently and fairly applies consequences for not following rules and procedures and monitors the extent to which rules and procedures are followed.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Applying 43onsequenc e for lack of adherence to rules and procedures	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you consistently and fairly apply consequences for not following rules and procedures?	In addition to consistently and fairly applying consequences for not following rules and procedures, how can you monitor the extent to which rules and procedures are followed?	How might you adapt and create new strategies for consistently and fairly applying consequences for not following rules and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

35. Acknowledging Adherence to Rules and Procedures

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

Example Teacher Evidence

❒❒ Teacher acknowledges when students use self-regulation strategies
❒❒ Teacher provides nonverbal signals that a rule or procedure has been followed
- Smile
- Nod of head
- "High five"

❒❒ Teacher gives verbal cues that a rule or procedure has been followed
- Thanks students for following a rule or procedure
- Describes student behaviors that adhere to a rule or procedure

❒❒ Teacher notifies the home when a rule or procedure has been followed
❒❒ Teacher uses tangible recognition when a rule or procedure has been followed
- Certificate of merit
- Token economies

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

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

36. Understanding Students' Interests and Backgrounds

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

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

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

Example Teacher Evidence

❒❒ Teacher compliments students regarding academic and personal accomplishments
❒❒ Teacher compliments students regarding academic and personal accomplishments relative to their initiative
❒❒ Teacher engages in informal conversations with students that are not related to academics
❒❒ Teacher uses humor with students when appropriate
❒❒ Teacher smiles and nods to students when appropriate
❒❒ Teacher uses "high five"-type signals when appropriate

- Pat on shoulder
- Thumbs up
- "High five"
- Fist bump
- Silent applause

❒❒ Teacher encourages students to share their thinking and perspectives

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

38. Displaying Objectivity and Control

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

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

39. Demonstrating Value and Respect for Low Expectancy Students

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

Example Teacher Evidence

❒❒ The teacher provides low expectancy students with nonverbal indications that they are valued and respected
- Makes eye contact
- Smiles
- Makes appropriate physical contact

❒❒ The teacher provides low expectancy students with verbal indications that they are valued and respected
- Playful dialogue
- Addressing students in a manner they view as respectful

❒❒ Teacher does not allow negative comments about low expectancy students

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

❒❒ The teacher provides students with strategies to avoid negative thinking about one's thoughts and actions

Example Student Evidence

❒❒ Students say that the teacher cares for all students

❒❒ Students treat each other with respect

❒❒ Students avoid negative thinking about their thoughts and actions

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

40. Asking Questions of Low Expectancy Students

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.

iObservation is a registered trademark of Learning Sciences International®

41. Probing Incorrect Answers with Low Expectancy Students

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

Example Teacher Evidence

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

Example Student Evidence

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

Scale

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

Reflection Questions

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

Student Interviews

Student Questions:

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

2014 Marzano Teacher Evaluation Model
Learning Map

Domain 1: Classroom Strategies and Behaviors

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

Lesson Segment Involving Routine Events

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

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

Lesson Segment Addressing Content

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

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

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

Lesson Segment Enacted on the Spot

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

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

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

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

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

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

©2014 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

1.877.411.7114 | MarzanoCenter.com

Marzano Teacher Evaluation Model
Learning Map

Domain 2: Planning and Preparing

Planning and Preparing

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

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

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

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

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

Domain 3: Reflecting on Teaching

Reflecting on Teaching

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

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

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

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

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

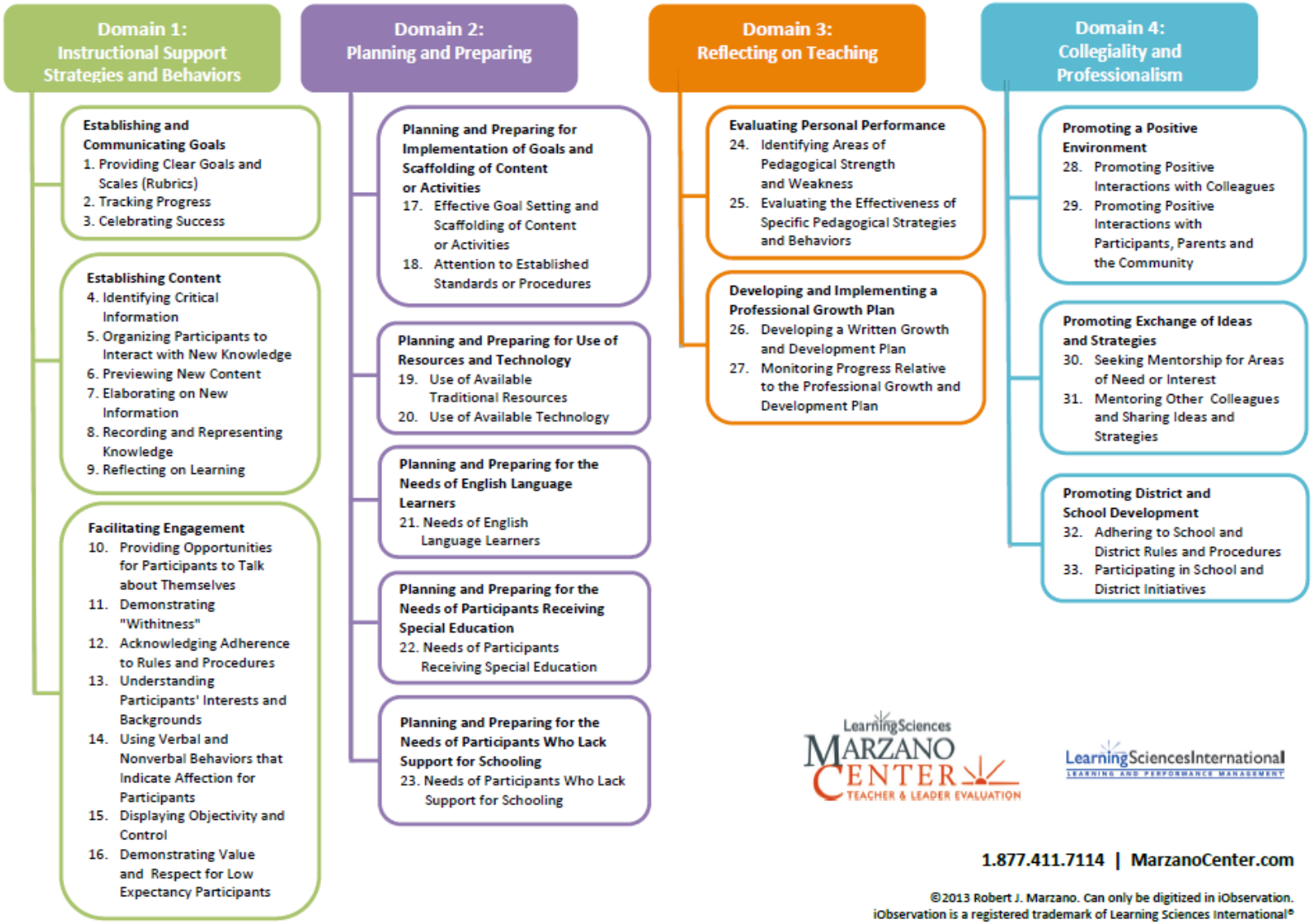
Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

©2013 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

1.877.411.7114 | MarzanoCenter.com

Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model

Learning Map



Learning Sciences MARZANO CENTER TEACHER & LEADER EVALUATION

Learning Sciences International LEARNING AND PERFORMANCE MANAGEMENT

1.877.411.7114 | MarzanoCenter.com

©2013 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

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.

Sample Instructional Support Member Evidence

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

Sample Participant Evidence

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

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
Providing clear goals and scales (rubrics)	Strategy was called for but not exhibited.	Uses strategy incorrectly 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.) that 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, 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
Tracking progress	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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 accomplishments 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
Celebrating success	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Celebrates personal, school and/or district successes relative to progress towards 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 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
Identifying critical information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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
Organizing participants to interact with new knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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

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
Previewing new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts 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

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
Elaborating on new information	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 or activity

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
Recording and representing knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages participants in activities that help them record their understanding of new content in linguistic and/or 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

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
Reflecting on learning	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 the 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

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
Providing opportunities for participants to talk about themselves	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts 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 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"

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
Demonstrating "withitness"	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses behaviors associated with "withitness".	Uses behaviors associated with "withitness" and monitors the 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

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
Acknowledging adherence to rules and procedures	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

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
Understanding participants' interests and background	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses participants' interests and background during interactions with participants.	Uses 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

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
Using verbal and nonverbal behaviors that indicate affection for participants	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

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

School is used generically to represent students, 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
Displaying objectivity and control	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Behaves in an objective and controlled manner.	Behaves in an objective and controlled manner, and monitors the effect 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

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

School is used generically to represent students, 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
Communicating value and respect for low expectancy participants	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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

17. Effective Goal Setting and Scaffolding of Content or Activities

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.

Sample Planning Evidence

❒ Instructional support member has evidence of a work plan to support his or her goals and the goals of the school and/or district

❒ The plan for presentation of content or activities is logical and progresses from simple to complex

❒ The plan anticipates potential confusions or misunderstandings that participants or schools may experience

Sample Instructional Support Member Evidence

❒ Instructional support member can describe the rationale for how goals are organized within a plan-of-work

❒ Instructional support member can describe the rationale for the sequence of activities or lessons within a plan-of-work

❒ Instructional support member can describe possible confusions that may impact goals, content or activities

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
Effective goal setting and scaffolding of content or activities	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 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

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
Attention to established standards or procedures	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 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.

Sample Planning Evidence

❒ The plan outlines resources within the immediate work environment or school that will be used enhance participants' understanding of the content

❒ The plan outlines resources within the community that will be used to enhance participants' understanding of the content

Sample Instructional Support Member Evidence

❒ 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

❒ Instructional support member can describe how resources within the community will be used to enhance participants' understanding of the content

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
Use of available traditional resources	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 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

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
Use of available technology	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 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.

Sample Planning Evidence

❒ 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

❒ The plan identifies the adaptations that must be made for individual ELL participants or groups within their area of responsibility

Sample Instructional Support Member Evidence

❒ Instructional support member can describe the accommodations that must be made for individual ELL participants or groups within an instructional activity

❒ Instructional support member can describe the adaptations that must be made for individual ELL participants or groups within an instructional activity

❒ Instructional support member can identify support provided in his or her plan of work for ELL participants or the school

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
Needs of English Language Learners	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 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.

Sample Planning Evidence

❒ 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)

❒ The plan of work describes the support the instructional support member will provide for participants receiving special education services

Sample Instructional Support Member Evidence

❒ 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

❒ Instructional support member can describe the specific support(s) that will be provided for participants receiving special education services

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
Needs of participants receiving Special Education	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 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.

Sample Planning Evidence

❒ The plan provides for the needs of participants who come from home environments that offer little support for schooling

❒ When engaging participants, the instructional support member takes into consideration the participants' family resources

❒ When communicating with the home, the instructional support member takes into consideration family and language resources

❒ The plan of work describes how the instructional support member provides support for participants who lack support for schooling

Sample Instructional Support Member Evidence

❒ Instructional support member can articulate how the needs of participants who come from home environments that offer little support for schooling will be addressed

❒ Instructional support member can articulate the ways in which the participants' family resources will be addressed when working with participants

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

❒ Instructional support member can explain how he or she will provide support for participants who lack support for schooling

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
Needs of participants who lack support for schooling	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

24. Identifying Areas of Pedagogical Strength and Weakness

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

Sample Instructional Support Member Evidence

- ❒ Instructional support member identifies specific areas of strengths and weaknesses
- ❒ Instructional support member keeps track of specifically identified focus areas for improvement
- ❒ Instructional support member identifies and keeps track of specific areas identified based on individual interest
- ❒ Instructional support member can describe how specific areas for improvement are identified

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
Identifying areas of pedagogical strength and weakness	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 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 difficulty

❒ Instructional support member can explain the differential effects of specific strategies and behaviors that yield results

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
Evaluating the effectiveness of specific pedagogical strategies and behaviors	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 determines the effectiveness of specific strategies and behaviors regarding their plan of work but does not accurately 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.

Sample Instructional Support Member Evidence

❒ Instructional support member constructs a growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources

❒ Instructional support member can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources

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
Developing a written growth and development plan	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 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

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
Monitoring progress relative to the professional growth and development plan	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 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.

Sample Instructional Support Member Evidence

❒ Instructional support member works cooperatively with appropriate colleagues to address issues that impact learning

❒ Instructional support member establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust

❒ Instructional support member accesses available expertise and resources to support participants' learning needs

❒ Instructional support member can describe situations in which he/she interacts positively with colleagues to promote and support learning

❒ Instructional support member can describe situations in which he/she helped extinguish negative conversations about other colleagues

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
Promoting positive interactions with colleagues	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 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/or 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

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
Promoting positive interactions with participants, parents and the community	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**.**

Sample Instructional Support Member Evidence

❒ Instructional support member keeps track of specific situations during which he/she has sought mentorship from others

❒ Instructional support member actively seeks help and input as a member of a Professional Learning Community

❒ Instructional support member actively seeks help and input from appropriate school members to address issues that impact instruction and school or district goals

❒ Instructional support member can describe how he/she seeks input from colleagues regarding issues that impact instruction and school or district goals

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
Seeking mentorship for areas of need or interest	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 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

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
Mentoring other colleagues and sharing ideas and strategies	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 at a specific 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.

Sample Instructional Support Member Evidence

❒ Instructional support member performs assigned duties

❒ Instructional support member follows policies, regulations, and procedures

❒ Instructional support member maintains accurate records (participant progress, completion of assignments, non-instructional records)

❒ Instructional support member fulfills responsibilities in a timely manner

❒ Instructional support member understands legal issues related to participants and families

❒ Instructional support member demonstrates personal integrity

❒ Instructional support member keeps track of specific situations in which he/she adheres to rules and procedures

❒ Instructional support member is knowledgeable and adheres to state code of ethics, professional standards and code of conduct applicable to the position

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
Adhering to school and district rules and procedures	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 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/or district initiatives

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
Participating in school and district initiatives	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 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
Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	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
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	D2 E43
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	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 diversity of students; and	D1 E36; D2 E47-49
Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	D2 E46-49
Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	D1 E24-32; D2 E43
. 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
. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	D1 E6-E23; D2 E46
. 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)
Assessment The effective educator consistently:	
. 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;	D1 E6-23; D2 E47-49 (monitoring and adapting)
. 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
Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	D3 E50-53
b. Examines and uses data-informed research to improve instruction and student achievement;	D3 E50-52
. 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
. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	D4 E55-56
e. Engages in targeted professional growth opportunities and reflective practices; and,	D3 E53-54
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	D4 E60
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	D4 E59

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.

Below is how the instructional staff is rated on their Deliberate Practice.

Deliberate Practice Ratings	
0	No goals written, no deliberate practice written
3	Goals written, didn't attend or finish training related to the goals
7	Goals written, training attended, no evidence of growth observed in classroom as it relates to goal.
10	Goals written, training attended, evidence of growth observed in classroom as it relates to goal.

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.

This data is not included in the summative evaluation score, however may impact a teacher's evaluation at the discretion of the 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 notice 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:

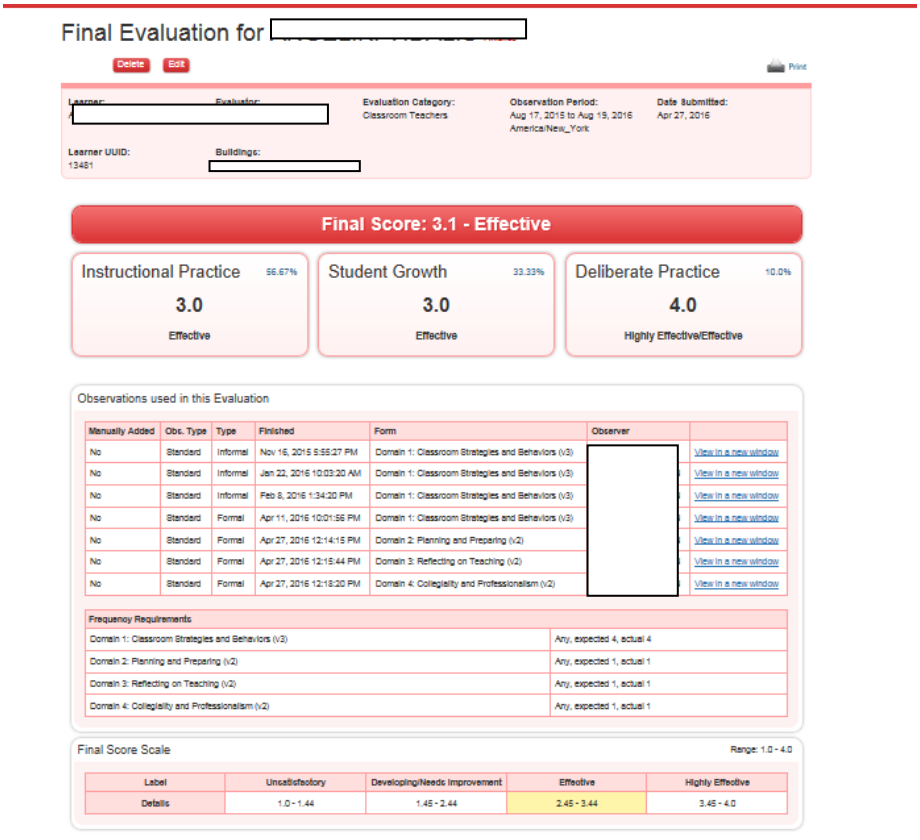
- The instructional practice score valued at 56.7%
- Student Performance Data valued at 33.3%
- Deliberate Practice Score valued at 10%.

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 below and on the following pages.



Final Evaluation for [redacted]

Delete Edit Print

Learner: [redacted] Evaluator: [redacted]
Evaluation Category: Classroom Teachers
Observation Period: Aug 17, 2015 to Aug 19, 2016 America/New_York
Date Submitted: Apr 27, 2016
Learner UUID: 13481
Buildings: [redacted]

Final Score: 3.1 - Effective

Instructional Practice 56.67%	Student Growth 33.33%	Deliberate Practice 10.0%
3.0	3.0	4.0
Effective	Effective	Highly Effective/Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer	
No	Standard	Informal	Nov 16, 2015 5:55:27 PM	Domain 1: Classroom Strategies and Behaviors (v3)	[redacted]	View in a new window
No	Standard	Informal	Jan 22, 2016 10:03:20 AM	Domain 1: Classroom Strategies and Behaviors (v3)		View in a new window
No	Standard	Informal	Feb 8, 2016 1:34:20 PM	Domain 1: Classroom Strategies and Behaviors (v3)		View in a new window
No	Standard	Formal	Apr 11, 2016 10:01:56 PM	Domain 1: Classroom Strategies and Behaviors (v3)		View in a new window
No	Standard	Formal	Apr 27, 2016 12:14:15 PM	Domain 2: Planning and Preparing (v2)		View in a new window
No	Standard	Formal	Apr 27, 2016 12:15:44 PM	Domain 3: Reflecting on Teaching (v2)		View in a new window
No	Standard	Formal	Apr 27, 2016 12:18:20 PM	Domain 4: Collegiality and Professionalism (v2)		View in a new window

Frequency Requirements	
Domain 1: Classroom Strategies and Behaviors (v3)	Any, expected 4, actual 4
Domain 2: Planning and Preparing (v2)	Any, expected 1, actual 1
Domain 3: Reflecting on Teaching (v2)	Any, expected 1, actual 1
Domain 4: Collegiality and Professionalism (v2)	Any, expected 1, actual 1

Final Score Scale Range: 1.0 - 4.0

Label	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
Details	1.0 - 1.44	1.45 - 2.44	2.45 - 3.44	3.45 - 4.0

Instructional Practice: 3.0 - Effective

Instructional Practice Scale — Weight: 56.67% | Range: 1.0 - 4.0

Label	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
Details	1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

Domain 1: Classroom Strategies and Behaviors (v3)

Score: 3.0 - Effective **Weight:** 68.0%

Scale	Count
Level 4.0 (Innovating)	6 (20.0%)
Level 3.0 (Applying)	22 (73.33%)
Level 2.0 (Developing)	2 (6.67%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	30

Domain 2: Planning and Preparing (v2)

Score: 3.0 - Effective **Weight:** 14.0%

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	2 (100.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	2

Domain 3: Reflecting on Teaching (v2)

Score: 3.0 - Effective **Weight:** 8.0%

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	1 (100.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	1

Domain 4: Collegiality and Professionalism (v2)

Score: 3.0 - Effective **Weight:** 10.0%

Scale	Count
Level 4.0 (Innovating)	1 (50.0%)
Level 3.0 (Applying)	1 (50.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	2

Student Growth: 3.0 - Effective

Student Growth Scale — Weight: 33.33% | Range: 1.0 - 4.0

Label	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
Details	1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

Student Growth — Weight: 33.33%

3.0

Effective

Deliberate Practice: 4.0 - Highly Effective/Effective

Deliberate Practice Scale — Weight: 10.0% | Range: 0.0 - 10.0

Label	Highly Effective/Effective	Developing/Needs Improvement	Unsatisfactory
Details	4.0 - 10.0	2.0 - 3.0	0.0 - 1.0
Value	4.0	1.2	0.0

Deliberate Practice — Weight: 10.0%

4.0

Highly Effective/Effective

Overall Evaluation Comments

Comments

Comment:

Save Comment

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:

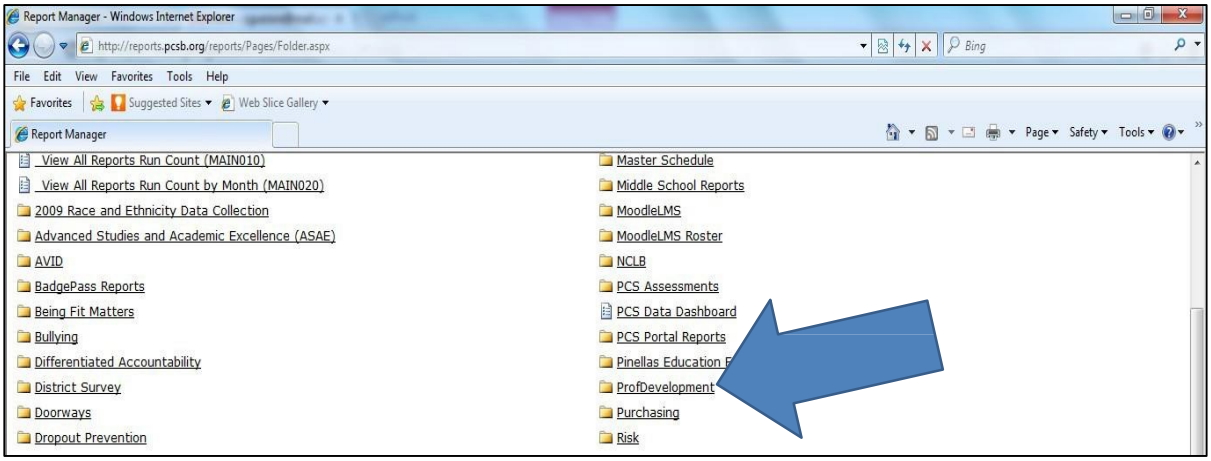
1. The rosters are representative from FTE surveys 2 and 3. The State uses the FTE survey data submitted by school districts to compile teacher rosters. The school district does not have an option to use a timeframe other than that as determined by the survey. The delay between survey week and the roster verification process is due to the state's 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 for changes
   - 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 he/she must be added to another teacher's roster
5. Rosters must represent the reality of who is in each teacher's classroom

Instructions

Instructions

Teachers may check their roster in "Reports Manager" by:

- Sign in to PCSB website under the STAFF tab
- Click on "Reports/Reporting Services"
- Go to the folder called "Profdevelopment"
- Click on the report called "Students Roster (RSK0025)"
- Select the following from the dropdown: Survey 2, school year 2015-2016



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.

Students Roster (RSK0025)

[redacted] School - 7131

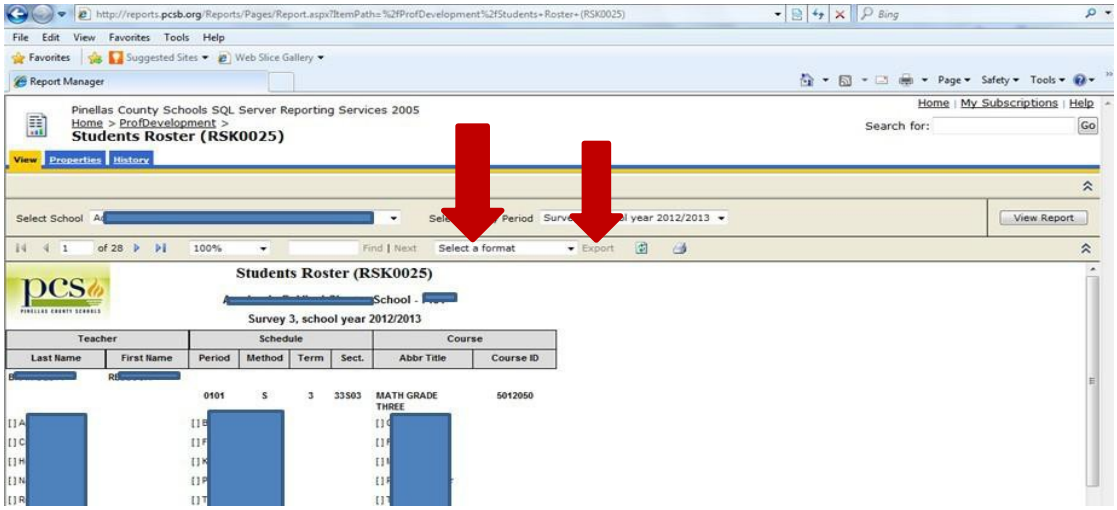
Survey 2, school year 2015/2016

Teacher			Schedule				Course	
Last Name	First Name	SCHL INSTR	Period	Method	Term	Sect.	Abbr Title	Course ID
BARTELLONI	ANDREA							
[redacted]		7131	0101	S	3	EE06I	LANG ARTS GRADE 2	5010043
[redacted]		7131	0202	I	3	EE50I	MATH GRADE FIVE	5012070
[redacted]		7131	0202	I	3	SE40I	U SKLS SOC&EMOT:PK-5	7721020
[redacted]		7131	0288	S	3	EE02B	LANG ARTS GRADE 2	5010043
[redacted]		7131	0288	S	3	EE05B	MATH GRADE FIVE	5012070
[redacted]		7131	0288	S	3	CC01E	THRP INSTR SPT: PK-5	7700010
[redacted]		7131	0288	S	3	SE01E	U SKLS SOC&EMOT:PK-5	7721020
[redacted]		7131	0303	I	3	SE05I	U SKLS SOC&EMOT:PK-5	7721020
[redacted]		7131	0404	S	3	EE03B	LANG ARTS GRADE 3	5010044
[redacted]		7131	0404	I	3	EE0I3	LANG ARTS GRADE 3	5010044
[redacted]		7131	0707	I	3	EEKI0	LANG ARTS GRADE K	5010041
[redacted]		7131	0707	S	3	EE04B	MATH GRADE THREE	5012050

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:

a. Print the roster
    i. Where it states "select format", choose "Acrobat (PDF) file"
        1. Click on "export" which appears to the right
        2. Print the PDF document as you would any other document from your computer (save a copy for your records)



b. Manually note the changes needed
    i. Examples: Add student (full name and ID), Delete student because…, Change course because…
c. Make a copy of the report with changes noted
    i. Give the printed roster to your DMT
    ii. Keep a copy for your records
    iii. You will not have access to the reports after this date

Next steps:

1. The DMT will complete the normal amendment process
2. If a teacher submits a change outside of the Roster Verification rules, the DMT will forward the information to the principal
    a. 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 noted changes, with the amendment information, to the FTE Office
5. DMT's will complete the amendments.
6. The FTE office will complete amendments.

Determination of Evaluator and Evaluation Input

Duties of the School Principal are clearly 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(3)© 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 hired post training date were 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 Appraisal 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 in 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 students' 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 trains administrators in lesson observation through practice in observing, scripting, and identifying the impact of teacher action upon students and learning. During the process, participants complete multiple observations (including practice and assessment).

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 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)©, 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 Deliberate 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 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.

Minimum Observation Expectation

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

<table>
<tr><th>PROBATIONARY OR
TEACHER IN NEED OF SUPPORT</th><th>ANNUAL, PROFESSIONALSERVICE, and
CONTINUING CONTRACT</th></tr>
<tr><td>First Semester</td><td></td></tr>
<tr><td>First Formal Observations: Within first 60 days of employment (Pre-observation conference/ observation/ post-observation conference).

Completion of formative evaluation *

Informal Observations</td><td>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</td></tr>
<tr><td>Second Semester
Informal Observation

Formal Observation (Pre observation conference/observation/post observation conference)

Summative Evaluation**</td><td>Summative Evaluation**</td></tr>
</table>

*Formative evaluation is conducted only on probationary teachers within the first 60 work days of employment. This evaluation allows the teacher to develop his or her practice. Newly hired teachers receive a formative evaluation in addition to the final evaluation. The formative evaluation is given at a time when student performance data is not available therefore the formative calculation is 100% represented of instructional practice score.

**Summative evaluation includes all the components of the teacher evaluation system.

Determination of Evaluator

The evaluator shall be determined through the district chain of command which determines who is responsible for supervising all employees.

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 notice 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.

6.**District Evaluation Procedures**

In accordance with s. 1012.34(3)©, 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 a rating 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. The 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 FLDOE 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 department of any instructional personnel who are given written notice by the district of intent to terminate or non-renew their contract.

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 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 Deliberate 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 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.

[Rule 6A-5.030(2)(j)3., F.A.C.] Requires Evaluators to follow district policies and procedures in the implementation of evaluation system(s). Pinellas County provides Area Superintendents, Executive

Directors, Superintendent and Deputy Superintendent monthly updates and reports that include evaluation progress and observation data of each district evaluator. Pinellas County uses this information to monitor district policies and procedures in the implementation of the evaluation system and guide the development of district initiatives and leadership development. District and school improvement plans utilize evaluation data to inform goals and action steps. Based on evaluation data and improvement plans, professional development courses are developed and implemented district wide.

The district monitors the use of evaluation data to identify individual PD through the development and implementation of a Deliberate Practice Plan. Instructional Staff will analyze and 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. Administrators will approve the Deliberate Plan and meet with staff to discuss their progress and plans at the beginning, middle and end of each school year. This includes discussion and feedback on professional development that aligns to their goal.