

Seminole County Public Schools Evaluation System for Instructional Personnel

Table of Contents

Core of Effective Practices	2
System Redesign	2
Implementation Plan	3
System Feedback & Annual Review	6
Evaluation Procedures	7
Performance of Students Metric	12
Final Evaluation Rating	17
Appendix A: Marzano Model Research	21
Appendix B: Teacher Evaluation Form	58
Appendix C: Joint Letter from Seminole County Public Schools & Seminole Education Association	96
Appendix D: Instructional Non-Classroom Personnel Evaluation Forms	98
Appendix E: Deliberate Practice Plan	189

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Core of Effective Practices

The Seminole County Public Schools (SCPS) evaluation system for instructional personnel was redesigned as of July 1, 2011, in accordance with enactment of Senate Bill 736 and the Race to the Top grant, “for the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services...” [FS 1012.34(1)(a)]. The goal of this system is to increase student achievement by improving the quality of classroom teaching through effective professional development and deliberate practice informed by results of formative feedback and summative evaluations.

SCPS uses the state-adopted model for teacher evaluation developed by Dr. Robert Marzano, with minor linguistic adaptations to meet the needs of SCPS teachers and administrators. This model incorporates four domains (broad competency areas) and sixty indicators (research-based effective educational practices). These domains and indicators are aligned to the Florida Educator Accomplished Practices (FEAPs) as revised in December 2010. See *Appendix A* for research supporting the Marzano model as well as connections between the model and the FEAPs.

The redesigned evaluation form for classroom teachers as digitized in the district’s electronic evaluation tool is located in *Appendix B*. All classroom teachers were first evaluated on this form in 2011-12 by trained administrators. Procedures for instructional personnel who are not classroom teachers are discussed on page seven.

System Redesign

Instructional Input

The process of redesigning the SCPS instructional evaluation system for the 2011-2012 school year was coordinated by district staff with significant input from teachers:

- A Teacher Evaluation Committee, comprised of thirty-two teachers representing a mixture of schools, grade levels, and subject areas met five times to review the statutory changes, discuss the Marzano model, and revise the instructional evaluation form. District staff, including the Deputy Superintendent for Instructional Excellence & Equity, Executive Director of Human Resources, Director of Employee Relations, and Race to the Top Coordinator, participated in the committee meetings. The committee’s work culminated with a series of recommendations to the Superintendent that are embedded in this system.
- Three open forums on teacher evaluation were held at locations throughout the school district. Participants were given background information on the new system and a preview of the evaluation form. Participants also had an opportunity to ask questions and provide feedback.
- The initial draft of the redeveloped instructional evaluation form was posted on the district’s website along with a list of Frequently Asked Questions (FAQ) based on feedback from the Committee and the forums. Employees were given the opportunity to review the draft form online and send comments/feedback to

the school district. Staff responded to the submissions by adding to the FAQ section. Updated versions of the draft were also posted for further comment.

The Teacher Evaluation Committee has continued to meet each school year to discuss the evaluation system and make recommendations for changes, particularly in the area of measurement of student learning growth.

School-Based Administrator Input

School-based administrators were provided the following opportunities for initial input into the redesign process:

- All school principals viewed the evaluation form draft and provided feedback at meetings with their respective Executive Directors.
- A committee of principals and assistant principals provided feedback regarding the implementation plan and possible electronic tools to optimize the evaluation process.
- The Director of Employee Relations and Coordinator of Race to the Top gave presentations to multiple stakeholder groups who requested additional information, including school-based administrative teams and the district's Instructional Support Team and Educational Support Team.

The Administrator Evaluation Committee has continued to meet each school year to discuss the evaluation system and make recommendations for changes, particularly in the area of measurement of student learning growth.

Association Involvement

The Seminole Education Association (SEA), the local collective bargaining unit for SCPS instructional personnel, was also invited to participate in all aspects of the development process. The SEA Executive Director and President attended several committee meetings and open forums. SEA representatives also attended the Department of Education (DOE) redevelopment workshops with district administrators. See *Appendix C* for a supporting letter signed by the Superintendent and SEA for initial implementation of the evaluation system in 2011-2012. For full implementation in 2011-2012 and subsequent years, this document was directly referenced in the contract between the school district and SEA. SEA has continued to be involved in the evaluation system feedback process through various mechanisms, including the Teacher Evaluation Committee and attendance at district information meetings and professional development workshops.

Implementation Plan

Initial Evaluator Training in 2011-2012

After approval from the Florida Department of Education, SCPS trained administrators on the new evaluation system and related forms. All administrators who supervised instructional personnel attended seven days of training on the redesigned evaluation

system. This training was held during the first three months of the 2011-2012 school year and continued through the end of the third academic quarter. These trainings were facilitated by outside providers. An administrator on assignment and a teacher on assignment (both funded by Title II), were hired to implement the instructional evaluation system and provide opportunities for ongoing professional development. These employees work together to plan and implement all training sessions. Training methods have and will continue to include direct instruction, book study, discussion, practice with teaching videos, and/or live practice. Data collected from video and/or live practice sessions were used to measure accuracy and reliability as well as inform decisions about future training needs.

Initial Instructional Leader Training

The SCPS training plan included provisions for instructional leaders such as Instructional Coaches and Peer Teachers to become knowledgeable about the Marzano instructional model. The purpose of this training was to expand the pool of resources available to support instructional personnel. The administrator on assignment and teacher on assignment were responsible for planning these opportunities.

Initial Teacher Training

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

Ongoing Training & Notification

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

- New administrators who need evaluator training
- New instructional leaders who need Marzano model training
- Regular updates for previously trained personnel
- Supplemental sessions for administrators who need additional support
- Ongoing support at the district, cluster, school, and professional learning community level for instructional personnel

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

Additional Professional Development for 2012-2013

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

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

Additional Professional Development for 2013-2014 and 2014-2015

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

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

Monitoring Results

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

Future New Teacher Training

New personnel will review the evaluation form with their supervisor prior to the first formal observation. Personnel participating in the induction and/or alternative educator certification programs offered through SCPS will also review the evaluation form during these experiences. New teachers will have access to the same online professional

development library referenced above, along with the professional development workshops offered at the school and district level.

Use of Evaluation Results for Professional Development

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

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

System Feedback & Annual Review

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

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

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

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

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

Evaluation Procedures

Supervision and Evaluation

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

Classroom Teachers

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

Teaching Fields Requiring Special Procedures

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

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

Staffing Resource Specialist	Staffing Resource Specialist	ESSS
Teacher on Assignment	Teacher on Assignment	NCIP
Virtual & Computer Lab Teacher	Virtual & Computer Lab Teacher	Teacher

*NCIP = Non-Classroom Instructional Personnel; ESSS = Exceptional Student Support Services;
Teacher = Classroom Teacher Domains 2-4 (Marzano Model)

Instructional Experience Categories

Each instructional employee will be placed in a category based on his/her years of experience in an instructional role:

- Category 1p: Probationary contract; first three years of teaching experience
- Category 2p: Probationary contract; more than three years of teaching experience
- Category 1: Not probationary; first three years of teaching experience
- Category 2: Not probationary; more than three years of teaching experience

Evaluation Types

The following types of formal evaluation activities count toward the annual evaluation, and will be documented on the appropriate SCPS instructional evaluation form as digitized in the electronic evaluation tool:

- Observation: An observation reflects an employee's performance observed at the specific time period noted on the form. Observations will be conducted for a minimum of 30 minutes. Only the observed performance is assessed.
- General Assessment: A general assessment reflects an employee's overall performance as observed through the daily performance of one's responsibilities. It is NOT limited to a specific period of observation time.
- Observation and General Assessment: This combination will be used for an observation when the supervisor also wants to rate indicators and/or make comments about areas that are not observed during the specified observation period. The observation will be conducted for a minimum of 30 minutes.

The evaluating administrator will designate the type of assessment by selecting the appropriate boxes/buttons in the electronic evaluation tool.

Administrators and evaluators may also conduct informal observations (classroom walkthroughs). These classroom visits can be for any duration of time. Strengths, suggestions, and concerns from these classroom visits may be noted as part of a general assessment.

All formal evaluation activities will be documented in the electronic evaluation tool. This solution can also accept, store, and analyze data from informal observations.

Indicator Ratings

Ratings reflect the level of the employee's effectiveness on specific indicators and the level of overall performance on annual assessments. There are four ratings available on the evaluation form, and the labels depend on teacher category.

--Category 1p and 1 Personnel (first 3 years of instructional experience)

Highly Effective/HE+4		Exceeds expectations
Effective	3	Meets expectations
Developing	2	Shows evidence of building specific skills
Needs Improvement	2	Does not consistently meet expectations
Unsatisfactory	1	Does not meet expectations

--Category 2p and 2 Personnel (more than 3 years of instructional experience)

Highly Effective/HE+4		Exceeds expectations
Effective	3	Meets expectations
Needs Improvement	2	Does not consistently meet expectations
Unsatisfactory	1	Does not meet expectations

Note that the Highly Effective+ rating can only be given on the classroom teacher form and is reserved for highest-quality implementation; however, it receives the same score as a rating of Highly Effective. The Highly Effective+ rating is not available on the specialized evaluation forms for non-classroom instructional personnel.

The evaluation form in the electronic evaluation tool includes space for supervisor and employee comments. Supervisors must include comments and recommendations for indicators rated as Needs Improvement or Unsatisfactory.

Additional Metric

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

A digitized version of the Deliberate Practice Plan from the electronic evaluation tool is included in *Appendix E*. For the 2013-2014 school year and beyond, the following guidelines will govern administration of deliberate practice:

- The Deliberate Practice Plan also serves as the employee's individualized professional development plan. Each employee's plan is subject to approval by the school principal/cost center director or designee.
- Employees may choose 1, 2, or 3 indicators for deliberate practice each year.
- Each deliberate practice indicator is scored by comparing the baseline score (selected by employee) to the self-assessment rating or to the last supervisor's rating of the indicator that counts toward the annual evaluation. The employee will receive the finished level score. The score on each indicator is then

averaged if the employee selected more than 1 indicator for deliberate practice. Scores on deliberate practice range from 1.0 (lowest) to 4.0 (highest), and calculation is completed automatically by the district's electronic evaluation tool.

- The final evaluation rating for all teachers will combine three components:
 - Instructional practice score from annual evaluation 40%
 - Deliberate practice score (additional metric) 10%
 - Performance of students 50%

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

- Instructional practice score from annual evaluation 50%
- Deliberate practice score (additional metric) 10%
- Performance of Students 40%

Milestone Career Events

Milestone career events include moving from year one to year two of employment (from probationary contract to annual contract) and from year three to year four of employment (from Category I to Category II). These employees will be subject to the additional metric evaluation as described above.

Evaluation Frequency

Instructional personnel who are on a probationary contract (new to the district or first year teacher), will be evaluated at least once in the first semester and at least once in the second semester. Each evaluation will include at least one formal observation. The evaluating administrator and first year instructional employee will review student performance data, including FSA scores, end of course exam scores, and/or other course-specific assessments, as available. The second semester evaluation will be considered the annual evaluation; results from the first semester evaluation will not count toward the annual evaluation. The annual evaluation must be finalized by the last day of post-planning.

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

Evaluation Input from Other Personnel

The evaluating administrator may consider input from other personnel who have been trained in the evaluation system, including other district and school-based administrators.

Role of Parent Input

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

Peer Review

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

Pre-Observation Conference

Prior to any formal observation, the supervising administrator will meet individually with the instructional employee to review the evaluation form, discuss sources of evidence for meeting the indicators and examples of the employee's work, and review any written documentation required by the administrator or supplied by the teacher.

Post-Observation Conference

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

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

Annual Evaluation Score & Rating

The annual evaluation will be completed in the electronic evaluation system by the last day of post-planning. The annual evaluation is comprised of two components: instructional practice and deliberate practice.

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

multiplying the score in each domain by the domain's weight and then adding the products, as follows:

Classroom Teachers:

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

Non-classroom instructional personnel:

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

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

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

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

Performance of Students Metric

Universal Implementation

For the 2014-2015 school year, in compliance with the provisions of FS 1012.34(7) and FS 1012.3401, all instructional personnel will be evaluated using a measurement of student performance. Regardless of the assessments and methods used, all instructional personnel will receive an overall Performance of Students metric rating and score as follows:

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

Assessments and Methods

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

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

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

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

1. Each instructional employee's performance of students rating will be calculated using only the students assigned to that employee based on either class enrollments for classroom teachers or, for non-classroom instructional personnel, students assigned based on job responsibilities.
2. SCPS will use the state-adopted value-added models to measure student learning growth on the Florida Standards Assessment (FSA) for teachers of Reading/ELA Grades 4-11 and Math Grades 4-8, as well as the Algebra I End-of-Course Examination for high school students. If FDOE approves additional formulas to measure student learning growth on other state/district assessments during any school year, SCPS will review those formulas but may choose not to implement them until the following school year unless otherwise required by state law or state board rule.
3. In any case where a teacher has aggregated state-calculated value-added scores for both ELA and math, these two scores will be aggregated to a single score.
4. In cases above where achievement is identified as the measurement method, the district has determined that achievement is a more appropriate method than learning growth due to either lack of availability of valid, reliable learning growth statistical methods or lack of appropriate prior year/prior course data from which to design an appropriate learning growth model.
5. In cases where a statewide standardized assessment is identified as the measurement method for a course not associated with a statewide standardized assessment, the district has determined that all teachers in designated grade levels make a contribution to the mastery of student literacy skills. It has been established that a teacher can improve his or her student's performance on a statewide assessment even though the teacher is assigned to teach a different subject.
6. Cut scores will be established by SCPS once student results are available for all assessments given in 2014-2015.
7. SCPS's local assessment policy is currently in development. All local assessments implemented in 2014-2015 will conform to the district's policy.

Determining Ratings from State Value-Added Models

When converting a teacher's state-calculated value-added score to an evaluation rating, SCPS will use the standard error to construct confidence intervals. These confidence intervals assure that teachers are placed in an appropriate evaluation category by balancing the need for both precision and accuracy. Consistent with best practices in educational research and prior applications of value-added models, all uses of value-added scores for evaluation purposes will include a confidence interval that adjusts the point estimate for two standard errors. This procedure allows for a confidence interval that approximates with 95% confidence that a teacher is placed in the appropriate evaluation category.

A teacher's value-added and standard error score will be converted to an evaluation rating using the following business rules:

1. Any employee whose entire confidence interval is greater than or equal to +0.10 (10% or more of a year's growth above average), will receive a rating of HIGHLY EFFECTIVE and a corresponding evaluation score of 4.00.
2. Any employee whose confidence interval is not entirely less than or equal to -0.10 nor entirely greater than or equal to +0.10, is sufficiently close to the mean value-added score to suggest some evidence of effective instruction and student learning. In this case, the employee will receive a rating of EFFECTIVE and a corresponding evaluation score of 3.49.
3. Any employee whose entire confidence interval is less than or equal to -0.10 (10% or more of a year's growth below average) but not less than or equal to -0.15, will receive a rating of NEEDS IMPROVEMENT (Category II personnel) or DEVELOPING (Category I personnel) and a corresponding evaluation score of 2.00.
4. Any employee whose entire confidence interval is less than or equal to -0.15 (15% or more of a year's growth below average), will receive a rating of UNSATISFACTORY and a corresponding evaluation score of 1.00.

Determining Ratings from District-Selected Assessments/Achievement Methods

Teachers who are evaluated using the following:

Discovery Education

FSA

FAA

EOCs

SAT

ACT

PERT

district-selected assessments and/or district-selected proficiency models (including Grades K-2 Discovery Education Growth, Grade 3 FSA Achievement, Grades 4-11 teachers linked to their students' FSA ELA and/or Math scores, and Grade 12 SAT, ACT, or PERT) will be classified in the same proportion as the 2014-15 SCPS distribution of value-added scores for FSA ELA Grades 4-10 Reading and FSA Grades 4-8 Math. For example, if 60% of teachers were rated Effective using the VAM in 2014-2015, then 60% of teachers in the district-selected methods for 2014-2015 would be rated Effective.

For teachers who are evaluated using the assessments listed above, the school district will apply a statistical adjustment to each teacher's score to account for the following student characteristics: SWD status, Gifted status, and ELL status. The goal of this adjustment is to control for some of the same variables included in the State's learning growth model.

Aggregating Results to Determine Overall Performance of Students Rating

Data from up to three school years will be used in each instructional employee's 2014-2015 evaluation. A score and rating for each year's data will be calculated separately and then the scores will be aggregated together to determine the overall performance of students rating.

Final Evaluation Rating

Calculation—2011-2012

The final evaluation rating will combine two components:

--Instructional practice score from annual evaluation	50%
--Evaluation score on state-calculated student learning growth	50%

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

--Instructional practice score from annual evaluation	60%
--Evaluation score on state-calculated student learning growth	40%

Note that, because SCPS will only use value-added scores beginning with the 2011-2012 school year, all instructional personnel in the district will fall under the 60/40 rule for the 2011-2012 and 2012-2013 school years.

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

Calculation—2012-2013

The final evaluation rating will combine three components:

--Instructional practice score from annual evaluation	40%
--Deliberate practice score (additional metric)	10%
--Evaluation score on state-calculated student learning growth	50%

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

--Instructional practice score from annual evaluation	50%
--Deliberate practice score (additional metric)	10%
--Evaluation score on state-calculated student learning growth	40%

Note that, because SCPS will only use value-added scores beginning with the 2011-2012 school year, all instructional personnel in the district will fall under the 50/10/40 rule for the 2012-2013 school year.

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

Calculation—2013-2014

The final evaluation rating for 2013-2014 will combine three components:

--Instructional practice score from annual evaluation	40%
--Deliberate practice score (additional metric)	10%
--Performance of students	50%

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

--Instructional practice score from annual evaluation	50%
--Deliberate practice score (additional metric)	10%
--Performance of Students	40%

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

Calculation—2014-2015

The final evaluation rating for 2014-2015 will combine three components:

--Instructional practice score from annual evaluation	40%
--Deliberate practice score (additional metric)	10%
--Performance of students	50%

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

--Instructional practice score from annual evaluation	50%
--Deliberate practice score (additional metric)	10%
--Performance of Students	40%

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

Final Evaluation Rating Descriptors

Each instructional employee will receive a final evaluation rating on one of the following scales as determined by years of experience:

Category 1 and 1p Personnel (first three years):

Highly Effective	3.50-4.00	Exceeds expectations
Effective	2.50-3.49	Meets expectations
Developing	1.50-2.49	Shows evidence of building specific skills
Unsatisfactory	1.00-1.49	Does not meet expectations

Category 2 and 2p Personnel (years 4 and above):

Highly Effective	3.50-4.00	Exceeds expectations
Effective	2.50-3.49	Meets expectations
Needs Improvement	1.50-2.49	Does not consistently meet expectations
Unsatisfactory	1.00-1.49	Does not meet expectations

Method

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

Timeline for Evaluation Results

SCPS will develop a timeline for finalizing employee evaluation ratings and disseminating that information to employees. The annual evaluation (instructional practice and deliberate practice) will be finalized by the last day of post-planning. Because value-added learning growth scores will only be based on FSA data, SCPS will need to wait for release of FSA scores and learning growth scores from DOE before it can finalize employee evaluations.

Use of Evaluation Results to Make Human Capital Decisions

SCPS will comply with all state statutes and administrative rules regarding the use of evaluation results to make human capital decisions. The school district's collective bargaining agreement includes language that addresses the process to renew contracts (from probationary contract to annual contract and then subsequent annual renewal), terminate employment (for probationary, annual, and professional services/continuing contract personnel), and adjust compensation based on performance. Principals are provided with professional development annually by the Human Resources Department regarding human capital decisions, especially regarding contract renewal and termination. Human capital decisions are also routinely discussed at monthly meetings of principals and their respective Executive Directors.

The Executive Director of Human Resources, Director of Employee Relations, and Executive Directors for Elementary and Secondary Education are responsible for supporting principals who make human capital decisions. Specifically:

- Principals consult with the above personnel when determining to recommend to the Superintendent release of instructional personnel on probationary contract during the contract period.
- Principals have access to evaluation history data for all employees and can use this data when making internal school leadership decisions (e.g. curriculum/PLC leaders, supervising interns, mentoring new teachers, instructional coaches, nomination to district PD cohorts/academies, etc.).
- Executive Directors review principal recommendations to the Superintendent regarding renewal/non-renewal of annual contract teachers as part of the supervision/evaluation process.
- The Executive Director of Human Resources and Director of Employee Relations collaborate to maintain and monitor a list of instructional personnel who may be subject to termination under Florida Statute 1012.33 and/or 1012.34 and communicate this information to principals.
- The Executive Director of Human Resources provides principals with lists of teachers who are missing critical requirements (state recertification, ESOL endorsement, etc.) for purposes of making human capital decisions.

Amendment

SCPS does not intend to initiate amendments of instructional personnel evaluations. The Teacher Evaluation Committee will continue to discuss this option annually.

**Seminole County Public Schools
Evaluation System for Instructional Employees**

**APPENDIX A:
Marzano Model Research**

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>1a Aligns instruction with state-adopted standards at the appropriate level</p>	<p>2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p style="background-color: #d9ead3;">2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>			

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

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<p>3b Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p>	<p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance</p> <p style="background-color: #c6e0b4;">Enacted on the Spot</p> <p>EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p>		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

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

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

Florida Department of Education Support for Local Education Agencies

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

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

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

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

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

Research Base and Validation Studies on the Marzano Evaluation Model

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

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

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

Figure 1: Elements of the Marzano Evaluation Model

Domain 1: Classroom Strategies and Behaviors

Routine Segments

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

1. Providing clear learning goals and scales (rubrics)
2. Tracking student progress
3. Celebrating success

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

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

Content Segments

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

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

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

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

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

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

Segments Enacted on the Spot

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

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

Research Base and Validation Studies on the Marzano Evaluation Model, April 2011

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

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

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

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

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

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

Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

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

Planning and Preparing for Use of Materials and Technology

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

Planning and Preparing for Special Needs of Students

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

Domain 3: Reflecting on Teaching**Evaluating Personal Performance**

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

Developing and Implementing a Professional Growth Plan

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

Domain 4: Collegiality and Professionalism**Promoting a Positive Environment**

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

Promoting Exchange of Ideas and Strategies

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

Promoting District and School Development

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

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

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

The Research Base from Which the Model Was Developed

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

Experimental/Control Studies

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

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

Correlational Studies

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

Research Base and Validation Studies on the Marzano Evaluation Model, April 2011

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

Technology Studies

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

Summary

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

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**Seminole County Public Schools
Evaluation System for Instructional Employees**

**APPENDIX B:
Teacher Evaluation Form**

SCPS - Domain 1: Classroom Strategies and Behaviors

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

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

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

DQ6: Establishing Rules and Procedures

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

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

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

DQ3: Helping Students Practice and Deepen New Knowledge

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

DQ4: Helping Students Generate and Test Hypotheses

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

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

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

DQ7: Recognizing Adherence to Rules and Procedures

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

DQ8: Establishing and Maintaining Effective Relationships with Students

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

DQ9: Communicating High Expectations for All Students

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

[General Assessment](#)[Date of Classroom Observation](#)42. [General Assessment](#)43. [Date of Classroom Observation](#)

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

Providing Clear Learning Goals and Scales (Rubrics)

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Tracking Student Progress

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

When asked, students can describe their status relative to the learning goal using the scale or rubric

- Students systematically update their status on the learning goal

Resources:

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

Scale:

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

Celebrating Student Success

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Student Interview

Student Questions

Student Questions

Student Questions

What learning goal did today's lesson focus on?

How well are you doing on that learning goal?

Describe the different levels you can be at on the learning goal.

DQ6: Establishing Rules and Procedures

Establishing Classroom Routines

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Organizing the Physical Layout of the Classroom for Learning

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Student Interview

Student Questions

Student Questions

Student Questions

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

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

Lesson Segments Addressing Content**DQ2: Helping Students Interact with New Knowledge**

Identifying Critical Information

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Organizing Students to Interact with New Knowledge

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

Evidence:

Teacher Evidence:

- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5

Student Evidence:

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

Resources:

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

Scale:

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

Previewing New Content

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

Evidence:

Teacher Evidence:

- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence:

- When asked, student can explain linkages with prior knowledge

- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

Resources:

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

Scale:

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

Chunking Content

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Processing of New Information with Students

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

- When asked, students can explain what they have just learned
-

Students volunteer predictions

- Students voluntarily ask clarification questions
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next

Resources:

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

Scale:

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

Elaborating on New Information

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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Recording and Representing Knowledge

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

Evidence:

Teacher Evidence:

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

Teacher asks students to create mnemonics that organize the content

Student Evidence:

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

Resources:

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

Scale:

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

Reflecting on Learning

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Student Interview

Student Questions

Student Questions

Student Questions

Why is the information that you are learning today important?

How do you know what are the most important things to pay attention to?

What are the main points of this lesson?

DQ3: Helping Students Practice and Deepen New Knowledge

Reviewing Content

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

Evidence:

Teacher Evidence:

- Teacher begins the lesson with a brief review of content
- Teacher uses specific strategies to review information
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise

Student Evidence:

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

Resources:

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

Scale:

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

Organizing Students to Practice and Deepen Knowledge

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

Evidence:

Teacher Evidence:

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

Student Evidence:

- When asked, students explain how the group work supports their learning
- While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers

Resources:

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

Scale:

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Using Homework

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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Examining Similarities and Differences

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

Evidence:

Teacher Evidence:

- Teacher engages students in activities that require students to examine similarities and differences between content
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content
 - Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding

Student Evidence:

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

Resources:

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

Scale:

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

Examining Errors in Reasoning

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

Evidence:

Teacher Evidence:

- Teacher asks students to examine information for errors or informal fallacies
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks students to examine the strength of support presented for a claim
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Student Evidence:

- When asked, students can describe errors or informal fallacies in information
- When asked, students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate that they can identify errors in reasoning

Resources:

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

Scale:

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Practicing Skills, Strategies, and Processes

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

Evidence:

Teacher Evidence:

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

Student Evidence:

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence

Resources:

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

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

Revising Knowledge

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

Evidence:**Teacher Evidence:**

- Teacher asks students to examine previous entries in their academic notebooks or notes
- The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed

Student Evidence:

- Students make corrections to information previously recorded about content
- When asked, students can explain previous errors or misconceptions they had about content

Resources:[Scale](#) | [Reflection Questions](#)**Scale:**Highly Effective+ Highly Effective Effective Needs Improvement/Developing Unsatisfactory Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How did this lesson add to your understanding of the content?

What changes did you make in your understanding of the content as a result of the lesson?

What do you still need to understand better?

DQ4: Helping Students Generate and Test Hypotheses

Organizing Students for Cognitively Complex Tasks

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

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

Evidence:**Teacher Evidence:**

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence:

- Students are clearly working on tasks that require them to generate and test hypotheses
- When asked, students can explain the hypothesis they are testing
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation

Resources:

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

Scale:

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

Providing Students with Resources and Guidance

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Resources:

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

Scale:

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

Student Interview

Student Questions

Student Questions

Student Questions

How did this lesson help you apply or use what you have learned?

What change has this lesson made about your understanding of the content?

Lesson Segments Enacted on the Spot**DQ5: Engaging Students**

Noticing & Reacting when Students are not Engaged

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Using Academic Games

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Managing Response Rates

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Demonstrating Intensity and Enthusiasm

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

Evidence:

Teacher Evidence:

-

Teacher describes personal experiences that relate to the content

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

Student Evidence:

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

Resources:

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

Scale:

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

Using Friendly Controversy Among Students (Team Talk)

The teacher uses friendly controversy techniques to maintain student engagement.

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Providing Opportunities for Students to Appropriately Talk about Themselves

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Presenting Unusual or Intriguing Information

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Student Interview

Student Questions

Student Questions

Student Questions

How engaged were you in this lesson?

What are some things that keep your attention?

What are some things that made you bored?

DQ7: Recognizing Adherence to Rules and Procedures

Demonstrating "Withitness"

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Applying Consequences for Lack of Adherence to Rules and Procedures

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Acknowledging Adherence to Rules and Procedures

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Student Interview

Student Questions

Student Questions

Student Questions

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

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

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

DQ8: Establishing and Maintaining Effective Relationships with Students

Acknowledging Students' Interests and Background

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Exhibiting Rapport and Understanding with Students

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

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Evidence:

Teacher Evidence:

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

Student Evidence:

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

Resources:

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

Scale:

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

Student Interview

Student Questions

Student Questions

Student Questions

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

DQ9: Communicating High Expectations for All Students

Demonstrating Value and Respect for All Students

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

Evidence:

Teacher Evidence:

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

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

Student Evidence:

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

Resources:

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

Scale:

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

Asking Questions of All Students

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Probing Incorrect Answers with All Students

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

Evidence:**Teacher Evidence:**

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

Student Evidence:

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

Resources:

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

Scale:

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

Student Interview

Student Questions

Student Questions

Student Questions

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

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

General Assessment

General Assessment

Yes No

Date of Classroom Observation

Date of Classroom Observation

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

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

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Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

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

Planning and Preparing for Use of Resources and Technology

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

Planning and Preparing for the Needs of English Language Learners

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

Planning and Preparing for the Needs of Students Receiving Special Education

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

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

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

General Assessment

20. [General Assessment](#)

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

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

Developing and Implementing a Professional Growth Plan

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

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

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

Promoting Exchange of Ideas and Strategies

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

Promoting District and School Development

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

Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

Effective Scaffolding of Information within Lessons

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

Evidence:

Planning Evidence:

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

Teacher Evidence:

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

Resources:[Scale](#)**Scale:**

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

Lessons within Units

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

Evidence:**Planning Evidence:**

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

Teacher Evidence:

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

Resources:[Scale](#)**Scale:**

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

Attention to Established Content Standards

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

Evidence:**Planning Evidence:**

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

Teacher Evidence:

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

Resources:[Scale](#)**Scale:**

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

Planning and Preparing for Use of Resources and Technology

Use of Available Traditional Resources

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

Evidence:**Planning Evidence:**

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

Teacher Evidence:

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

Resources:[Scale](#)**Scale:**

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

Use of Available Technology

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

Evidence:**Planning Evidence:**

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

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

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

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

Planning and Preparing for the Needs of English Language Learners

Needs of English Language Learners

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

Evidence:

Planning Evidence:

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

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

Planning and Preparing for the Needs of Students Receiving Special Education

Needs of Special Education Students

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

Evidence:**Planning Evidence:**

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

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

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

Needs of Students Who Lack Support for Schooling

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

Evidence:**Planning Evidence:**

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

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

Identifying Areas of Pedagogical Strength and Weakness

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

Evidence:

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

Evaluating the Effectiveness of Individual Lessons and Units

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

Evidence:

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

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

Evidence:

Teacher Evidence:

-

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

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

Resources:

[Scale](#)

Scale:

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

Developing and Implementing a Professional Growth Plan

Developing a Written Growth and Development Plan

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

Evidence:

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

Monitoring Progress Relative to the Professional Growth and Development Plan

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

Evidence:

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

Demonstrates Positive Interactions with Colleagues

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

Evidence:**Teacher Evidence:**

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

Resources:

[Scale](#)

Scale:

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

Demonstrates Positive Interactions with Students and Parents

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

Evidence:**Teacher Evidence:**

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

Resources:[Scale](#)**Scale:**

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

Promoting Exchange of Ideas and Strategies

Seeking Mentorship for Areas of Need or Interest

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

Evidence:**Teacher Evidence:**

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

Resources:[Scale](#)**Scale:**

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

Mentoring Other Teachers and Sharing Ideas and Strategies

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

Evidence:**Teacher Evidence:**

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

Resources:[Scale](#)**Scale:**

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

Promoting District and School Development

Adhering to District and School Rules and Procedures

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

Evidence:

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

Participating in District and School Initiatives

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

Evidence:

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

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

General Assessment

General Assessment

Yes No

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

**Seminole County Public Schools
Evaluation System for Instructional Employees**

**APPENDIX C:
Joint Letter from
Seminole County Public Schools &
Seminole Education Association**



**SEMINOLE COUNTY
PUBLIC SCHOOLS**

BILL VOGEL, Ed.D.
Superintendent

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

SCHOOL BOARD
DEDE SCHAFFNER
Chairman

SYLVIA POND
Vice Chairman

KAREN ALMOND
Board Member

DIANE BAUER
Board Member

TINA CALDERONE
Board Member

May 24, 2011

To Whom It May Concern:

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

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

Sincerely,

Bill Vogel
Superintendent,
Seminole County Public Schools

Gay Parker
President,
Seminole Education
Association

**Seminole County Public Schools
Evaluation System for Instructional Employees**

**APPENDIX D:
Instructional Non-Classroom Personnel
Evaluation Forms**

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

- 1 **Indicator Text:** Identifies and monitors progress of individual students.
 - a **Highly Effective:** Identifies and monitors progress of individual students AND provides positive and appropriate interventions as needed.
 - b **Effective:** Identifies and monitors progress of individual students.
 - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 2 **Indicator Text:** Provides recognition of individual students.
 - a **Highly Effective:** Provides recognition of individual students AND facilitates school and/or class wide celebration of student accomplishments.
 - b **Effective:** Provides recognition of individual students.
 - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 **Indicator Text:** Provides information, support, and recommendations to parents/caregivers and other school staff regarding student data.
 - a **Highly Effective:** Provides information, support, and recommendations to parents/caregivers and other school staff regarding student data AND takes initiative to respond to relevant trends based on global and/or group data.
 - b **Effective:** Provides information, support, and recommendations to parents/caregivers and other school staff regarding student data.
 - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 4 **Indicator Text:** Acquires and provides appropriate resources to students and parents.
 - a **Highly Effective:** Acquires and provides appropriate resources to students and parents AND takes initiative to identify student needs and provide support and appropriate advice.
 - b **Effective:** Acquires and provides appropriate resources to students and parents.
 - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 5 **Indicator Text:** Identifies appropriate interventions to discourage inattentive behavior
 - a **Highly Effective:** Identifies appropriate interventions to discourage inattentive behavior AND implements interventions that enhance student achievement.
 - b **Effective:** Identifies appropriate interventions to discourage inattentive behavior.
 - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 6 **Indicator Text:** Applies appropriate, consistent consequences for lack of adherence to rules and procedures.
 - a **Highly Effective:** Applies appropriate, consistent consequences for lack of adherence to rules and procedures AND provides support that encourages positive student interactions.
 - b **Effective:** Applies appropriate, consistent consequences for lack of adherence to rules and procedures.
 - c **Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d **Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

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

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

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

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

- 3 Indicator Text:** Supports the network specialist in minor troubleshooting of software, hardware, and cabling to support instructional technology.
- a Highly Effective:** Supports the network specialist in minor troubleshooting of software, hardware, and cabling AND monitors the integrity of hardware or software.
 - b Effective:** Supports the network specialist in minor troubleshooting of software, hardware, and cabling to support instructional technology.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 4 Indicator Text:** Researches new and emerging technologies to support instructional goals.
- a Highly Effective:** Researches new and emerging technologies to support instructional goals AND shares research with instructional staff.
 - b Effective:** Researches new and emerging technologies to support instructional goals.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

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

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

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

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

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

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

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

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

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

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

- 2 Indicator Text:** Identifies school-wide academic trends and provides recommendations for strategic action.
 - a Highly Effective:** Identifies school-wide academic trends and provides recommendations for strategic action AND facilitates a process for addressing targeted trends.
 - b Effective:** Identifies school-wide academic trends and provides recommendations for strategic action.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 Indicator Text:** Applies technology to organize and disseminate academic data.
- a Highly Effective:** Applies technology to organize and disseminate academic data AND triangulates data from multiple sources.
 - b Effective:** Applies technology to organize and disseminate academic data.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 4 Indicator Text:** Supports teachers in the development and communication of learning goals and feedback (DQ 1)
- a Highly Effective:** Supports teachers in the development and communication of learning goals and feedback AND monitors for continuous improvement.
 - b Effective:** Supports teachers in the development and communication of learning goals and feedback.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 5 Indicator Text:** Supports teachers in the establishment of classroom rules and procedures with teachers (DQ 6).
- a Highly Effective:** Supports teachers in the establishment of classroom rules and procedures with teachers AND monitors for continuous improvement.
 - b Effective:** Supports teachers in the establishment of classroom rules and procedures with teachers
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 6 Indicator Text:** Supports teachers in helping students interact with new knowledge (DQ 2).
- a Highly Effective:** Supports teachers in helping students interact with new knowledge AND monitors for continuous improvement.
 - b Effective:** Supports teachers in helping students interact with new knowledge.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 7 Indicator Text:** Supports teachers in helping students practice and deepen new knowledge (DQ 3).
- a Highly Effective:** Supports teachers in helping students practice and deepen new knowledge AND monitors for continuous progress.
 - b Effective:** Supports teachers in helping students practice and deepen new knowledge.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 8 Indicator Text:** Supports teachers in helping students generate and test hypotheses (DQ 4).
- a Highly Effective:** Supports teachers in helping students generate and test hypotheses AND monitors for continuous progress.
 - b Effective:** Support teachers in helping students generate and test hypotheses.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

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

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

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

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

- 1 Indicator Text:** Plans, implements, and supervises the school library media program.
 - a Highly Effective:** Plans, implements, and supervises the school library media program AND makes modifications to the program to enhance program effectiveness.
 - b Effective:** Plans, implements, and supervises the school library media program.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 2 Indicator Text:** Provides an environment conducive to inquiry, research, and study.
 - a Highly Effective:** Provides an environment conducive to inquiry, research, and study AND monitors for this result, making modifications as needed.
 - b Effective:** Provides an environment conducive to inquiry, research, and study.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 Indicator Text:** Plans for and monitors the use of funds for the school library media program.
 - a Highly Effective:** Plans for and monitors the use of funds for the school library media program AND elicits input from instructional leaders.
 - b Effective:** Plans for and monitors the use of funds for the school library media program.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 4 Indicator Text:** Maintains an accurate inventory and circulation database for use of the library media center materials.
- a Highly Effective:** Completes inventory as required, and updates circulation system AND uses collection analysis to make informed decisions.
 - b Effective:** Completes inventory as required, and updates circulation system.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 5 Indicator Text:** Collaborates with faculty to integrate information literacy skills to support learning.
- a Highly Effective:** Collaborates with faculty to integrate information literacy skills to support learning AND plans, implements, and/or leads professional development on these skills.
 - b Effective:** Collaborates with faculty to integrate information literacy skills to support learning.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 6 Indicator Text:** Plans and provides instruction in the selection and use of library media center resources for all learners.
- a Highly Effective:** Develops lesson plans and provides instruction in the selection and use of library media center resources AND monitors for effective use of these resources.
 - b Effective:** Develops lesson plans and provides instruction in the selection and use of library media center resources.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

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

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

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

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

- 1 Indicator Text:** Demonstrates proficient use of diagnostic assessment materials and procedures, and/or clinical observations in the areas of OT or PT.
 - a Highly Effective:** Demonstrates proficient use of diagnostic assessment materials and procedures, and/or clinical observations in the areas of OT or PT AND is able to adapt evaluation methods and tools to meet the specialized needs of the student.
 - b Effective:** Demonstrates proficient use of diagnostic assessment materials and procedures, and/or clinical observations in the areas of OT or PT.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 2 Indicator Text:** Documents, analyzes, and interprets data and reports results in a clear and understandable manner.
 - a Highly Effective:** Documents, analyzes, and interprets data and reports results in a clear and understandable manner AND synthesizes information with parents, students, and school staff to enhance team decision making.
 - b Effective:** Documents, analyzes, and interprets data and reports results in a clear and understandable manner.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 3 Indicator Text:** Collaborates to provide support to the development of Individual Education Plans (IEPs) that are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement.
- a Highly Effective:** Collaborates to provide support to the development of Individual Education Plans (IEPs) that are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement AND proactively initiates communication about student needs to students' teachers and other school staff.
 - b Effective:** Collaborates to provide support to the development of Individual Education Plans (IEPs) that are data-driven, comprehensive, and include observable and measurable goals targeting educationally-relevant student achievement.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 4 Indicator Text:** Presents individualized learning objectives to each student.
- a Highly Effective:** Provides an introduction to individualized learning objectives AND monitors students for their understanding of therapy learning objectives, as appropriate based on student level.
 - b Effective:** Provides an introduction to individualized learning objectives.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

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

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

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

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

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

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

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

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

4 Indicator Text: Identifies gaps in students' learning.

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

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

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

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

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

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

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

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

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

9 Indicator Text: Conveys high expectations to ALL students.

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

10 Indicator Text: Models clear and appropriate communication skills.

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

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

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

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

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

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

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

14 Indicator Text: Fulfills assigned responsibilities dependably and efficiently.

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

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

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

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

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

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

- 7 Indicator Text:** Provides faculty in-service on health topics.
- a Highly Effective:** Provides faculty in-service on health topics AND identifies needs and initiates opportunities to provide additional faculty in-services on health.
 - b Effective:** Provides faculty in-service on health topics.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
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- 8 Indicator Text:** Coordinates delivery of health care in the school setting.
- a Highly Effective:** Coordinates delivery of health care in the school setting AND adapts and creates new strategies and programs for delivery of health services.
 - b Effective:** Coordinates delivery of health care in the school setting.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

- 9 Indicator Text:** Delegates and teaches special health care practices and procedures.
- a Highly Effective:** Delegates and teaches special health care practices and procedures AND expands or adapts strategies and programs for coordinating/teaching health care tasks.
 - b Effective:** Delegates and teaches special health care practices and procedures.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 10 Indicator Text:** Provides follow up on all health services referrals.
- a Highly Effective:** Provides follow up on all health services referrals AND communicates with family and school personnel for long term follow up.
 - b Effective:** Provides follow up on all health services referrals
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

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

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

Form: SCPS - School Psychologist Domain 1 (Rev. 07/13)**1 Consults at the individual, family, group, and/or systems levels to promote effective instruction and intervention services to support the academic, social, emotional, and behavioral success of all students.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 2 Indicator Text:** Provides a professional appraisal, reviewing the nature and importance of the data, to identify areas of concern.
 - a Highly Effective:** Provides a professional appraisal, reviewing the nature and importance of the data, to identify areas of concern **AND** provides services or supports staff interventions that improve student learning.
 - b Effective:** Provides a professional appraisal, reviewing the nature and importance of the data, to identify areas of concern.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

4 Indicator Text: Observes referred students, as appropriate.

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

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

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

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

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

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

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

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

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

- 9 Indicator Text:** Responds appropriately to school requests and assesses student and family needs.
- a Highly Effective:** Responds appropriately to school requests and assesses student and family needs **AND** provides ongoing support to families regarding access to internal and external resources and interventions recommended by the MTSS or Student Study Team.
 - b Effective:** Responds appropriately to school requests and assesses student and family needs.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 10 Indicator Text:** Writes biopsychosocial assessment and/or adaptive behavior scale reports showing relevant findings in a clear and professional manner.
- a Highly Effective:** Writes biopsychosocial assessment and/or adaptive behavior scale reports showing relevant findings in a clear and professional manner, completing billing for Medicaid-eligible students **AND** provides ongoing follow-up with stakeholders to ensure that the student's opportunity to learn has been enhanced.
 - b Effective:** Writes biopsychosocial assessment and/or adaptive behavior scale reports showing relevant findings in a clear and professional manner, completing billing for Medicaid-eligible students.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 1 Indicator Text:** Ensures the needs of Special Education Students are identified.
 - a Highly Effective:** Ensures the needs of Special Education Students are identified AND coordinates implementation of Student Study Action Plan
 - b Effective:** Ensures the needs of Special Education Students are identified.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

- 5 Indicator Text:** Utilizes conflict resolution techniques within the SST meetings to increase positive outcomes.
- a Highly Effective:** Utilizes conflict resolution techniques within the SST meetings to increase positive outcomes AND promotes positive partnerships between the SST team and parents.
 - b Effective:** Utilizes conflict resolution techniques within the SST meetings to increase positive outcomes.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.
- 6 Indicator Text:** Ensures that students understand the IEP process and are actively engaged during SST meetings.
- a Highly Effective:** Ensures that students understand the IEP process and are actively engaged during SST meetings AND develops resources for student reference.
 - b Effective:** Ensures that students understand the IEP process and are actively engaged during SST meetings.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

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

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

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

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

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

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

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

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

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

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

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

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

- 1 Indicator Text: Uses a variety of assessment tools to monitor progress, achievement, and growth, and shares with relevant stakeholders.**
 - a Highly Effective:** Uses a variety of assessment tools to monitor progress, achievement, and growth, and shares with relevant stakeholders AND makes recommendations.
 - b Effective:** Uses a variety of assessment tools to monitor progress, achievement, and growth, and shares with relevant stakeholders.
 - c Needs Improvement:** Attempts part or all of the indicator with sufficient effort but requires support and/or training to reach proficient professional practice.
 - d Unsatisfactory:** Indicator was not attempted OR effort was insufficient to reach proficient professional practice.

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

3 Indicator Text: Identifies and prioritizes critical information.

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

4 Indicator Text: Researches new content and initiatives.

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

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

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

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

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

8 Indicator Text: Demonstrates “withitness.”

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

9 Indicator Text: Facilitates discussion among participants.

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

10 Indicator Text: Demonstrates enthusiasm for the content.

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

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

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

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

1 Indicator Text: Tracks student progress.

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

2 Indicator Text: Celebrates student success.

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

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

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

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

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

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

10 Indicator Text: Establishes and communicates rules and procedures.

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

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

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

12 Indicator Text: Maintains high expectations for all students.

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

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

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

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

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

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

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

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

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

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

2. Identifies and utilizes appropriate, available technology.

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

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

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

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

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

5. Develops a written growth and development plan.

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

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

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

7. Engages in targeted professional growth opportunities.

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

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

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

9. Adheres to district and school rules and procedures.

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

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

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

11. Demonstrates positive interactions with students and parents.

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

12. Demonstrates positive interactions with colleagues.

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

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

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

14. Participates in district and school initiatives.

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

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

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

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

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

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

3. Engages in targeted professional growth opportunities.

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

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

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

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

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

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

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

7. Identifies and utilizes appropriate, available resources.

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

8. Identifies and utilizes appropriate, available technology.

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

9. Engages in positive interactions with students and parents.

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

10. Engages in collaborative and ethical professional relationships.

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

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

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

12. Participates in multi-disciplinary team meetings.

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

**Seminole County Public Schools
Evaluation System for Instructional Employees**

**APPENDIX E:
Deliberate Practice Plan**

Create New Growth Plan

Step 1: Take Self-Assessment

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

Remaining Self-Assessments:

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

Step 2: Select Target Elements 1 Element Required

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

- [Select Target Elements](#)

Step 3: Identify Action Steps

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

Step 4: Put Your Plan into Action

Jason Wysong

Location: Educational Support Center

[Key](#)

SCPS - Domain 1: Classroom Strategies and Behaviors

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

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

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

DQ6: Establishing Rules and Procedures

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

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

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

DQ3: Helping Students Practice and Deepen New Knowledge

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

DQ4: Helping Students Generate and Test Hypotheses

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

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

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

DQ7: Recognizing Adherence to Rules and Procedures

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

DQ8: Establishing and Maintaining Effective Relationships with Students

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

DQ9: Communicating High Expectations for All Students

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

General Assessment

Date of Classroom Observation

42. [General Assessment](#)

43. [Date of Classroom Observation](#)

Confirm Observation Finish

[Close](#)

Overall Comments for Jason Wysong:

When a form is finished it becomes read-only and is submitted. The results are locked-in and cannot be edited. Self observations that count towards evaluation are visible to Building Observers and above.

Step 2: Select Target Elements

Target Elements:

Select a target element from the choices below. After selecting a target element you will answer a few questions before making it part of your Growth Plan. Please select a total of 1-3 indicators.

Available Elements	Most Recent Observation Score
SCPS - Domain 1: Classroom Strategies and Behaviors	
Providing Clear Learning Goals and Scales (Rubrics) Preview Configure	N/A
Tracking Student Progress Preview Configure	N/A
Celebrating Student Success Preview Configure	N/A
Establishing Classroom Routines Preview Configure	N/A
Organizing the Physical Layout of the Classroom for Learning Preview Configure	N/A
Identifying Critical Information Preview Configure	N/A
Organizing Students to Interact with New Knowledge Preview Configure	N/A
Previewing New Content Preview Configure	N/A
Chunking Content Preview Configure	N/A
Processing of New Information with Students Preview Configure	N/A
Elaborating on New Information Preview Configure	N/A
Recording and Representing Knowledge Preview Configure	N/A
Reflecting on Learning Preview Configure	N/A

Reviewing Content Preview Configure	N/A
Organizing Students to Practice and Deepen Knowledge Preview Configure	N/A
Using Homework Preview Configure	N/A
Examining Similarities and Differences Preview Configure	N/A
Examining Errors in Reasoning Preview Configure	N/A
Practicing Skills, Strategies, and Processes Preview Configure	N/A
Revising Knowledge Preview Configure	N/A
Organizing Students for Cognitively Complex Tasks Preview Configure	N/A
Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing Preview Configure	N/A
Providing Students with Resources and Guidance Preview Configure	N/A
Noticing & Reacting when Students are not Engaged Preview Configure	N/A
Using Academic Games Preview Configure	N/A
Managing Response Rates Preview Configure	N/A
Using Physical Movement Preview Configure	N/A
Maintaining a Lively Pace Preview Configure	N/A
Demonstrating Intensity and Enthusiasm Preview Configure	N/A

Using Friendly Controversy Among Students (Team Talk) Preview Configure	N/A
Providing Opportunities for Students to Appropriately Talk about Themselves Preview Configure	N/A
Presenting Unusual or Intriguing Information Preview Configure	N/A
Demonstrating "Withitness" Preview Configure	N/A
Applying Consequences for Lack of Adherence to Rules and Procedures Preview Configure	N/A
Acknowledging Adherence to Rules and Procedures Preview Configure	N/A
Acknowledging Students' Interests and Background Preview Configure	N/A
Exhibiting Rapport and Understanding with Students Preview Configure	N/A
Displaying Objectivity and Control Preview Configure	N/A
Demonstrating Value and Respect for All Students Preview Configure	N/A
Asking Questions of All Students Preview Configure	N/A
Probing Incorrect Answers with All Students Preview Configure	N/A
General Assessment Preview Configure	N/A

Step 3: Outline Action Steps

Action Steps:

- [Add a Step](#)

Describe the Action Step:

***Date:**

Element:

Add a Resource:

[Remove All](#) [Select All](#)

Reflection Log

Instructional Rounds Worksheet

Video Observation Worksheet

Video Self Observation Worksheet

Videos of Other Teachers

- [Add a Step](#)