



2019-2020

Teacher Evaluation System



TAYLOR COUNTY SCHOOL DISTRICT

Dr. Danny Glover Jr., Superintendent of Schools

Michael Thompson, Director of Support Services/Personnel

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Section 1: Performance of Students:

Instructional Evaluation:

- Administrative Observation Evaluation 57%
- Student Growth and Achievement 33%
- Deliberate Practice 10%¹

Student Performance Measure:

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

Taylor County will provide all instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	VPK	100
Kindergarten (K)	i-Ready	50 proficiency/50 expected growth
First Grade (1)	i-Ready	50 proficiency/50 expected growth
Second Grade (2)	i-Ready	50 proficiency/50 expected growth
Third Grade (3)	FSA Math/ELA & i-Ready	50 FSA/50 i-Ready growth
Fourth Grade (4)	FSA Math/ELA (VAM)	100
Fifth Grade (5)	FSA Math/ELA & FCAT Science (50% average growth from AP1 to AP3 and 50% FCAT Proficiency)	50 FSA Math/50 FCAT Science, or 100 FSA ELA *based on assignment
Other (K-5), including non-classroom instructional personnel (for	FSA Math/ELA	100

¹ For all instructional personnel, including classroom teachers newly hired by the district, the percentage of the evaluation that is based on performance of students criterion as outlined in s.1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined is reflected below. [Rule 6A-5.030(2) (a) 1., F.A.C.]. The evaluation system includes opportunities for parent input. The student performance data from the first evaluation will not be included in the calculation of the second summative rating.

ex., guidance counselor, media specialist, instructional coach, etc.)		
K-5 ESE Resource	i-Ready, FSA	K-2 100 i-Ready, 3 rd 50/50 i-Ready, FSA
K-5 PE, Art, Music, Drama, Media, etc.	School-wide i-Ready or FAS with all students in assigned school	100
Math Courses (6-8)	FSA Math/Alg I EOC	100
Science Courses (8)	FCAT Science	100
English/Language Arts/Reading Courses (6-8)	FSA Reading/ELA	100
Other (6-8), including non-classroom instructional personnel (for ex., dean, guidance counselor, media specialist, instructional coach, etc.)	School-wide VAM	100
PE, Music/Band, History, Science, Chemistry, Agricultural Technology, Health	History or Science (not tested on FSA) receive ELA/Reading teachers' VAM	100
Civics	Civics EOC	100
English 1/ Read 1	FSA ELA LG or 3-year VAM	100
English 2/ Read 2	FSA ELA LG or 3-year VAM	100
English 3	Apex Final Proficient (70% or higher)	100
English 4	Apex Final Proficient (70% or higher)	100
AP English Comp, AP Hum Geo	AP Exam Proficient (3 or above)	100
Algebra 1A/ Algebra 1B	FSA Math LG for Alg EOC	100
Geometry; Geometry Honors	Geometry EOC Proficient (3 or above)	100

Biology 1/ Biology 1 Honors	Biology EOC	100
United States History	US History EOC Proficient (3 or above)	100
ROTC	FSA ELA Retake Proficient (3 or above) and/or Concordant Score Results (ACT/SAT)	100
Other (9-12), including non-classroom instructional personnel (ex., guidance counselor, media specialist, instructional coach, etc.)	School wide FSA ELA VAM	100
Pre-Calculus; Liberal Arts Math ½; Chemistry ½; Env Science; World History; Economics; WS Government; Algebra 2	Apex Final Proficient (70% or higher)	100
PE, Art, Music/Band, DCT, Foreign Language	School-wide FSA ELA VAM	100
Digital Design 1/2, Digital Information Technology; Ag Foundations/ Tech ½; Culinary Arts; TV Productions	Industry Certifications	100
Welding, E & I (I & II), Electric Technology I, Millwright I & II, PN, PCT, Massage Therapy, Medical Coder/Biller, Diesel Systems, Tech I/Diesel Maintenance	Occupational Completion Points/Industry Certifications/Licensure/ Completion Rates	100
District Non-Classroom Instructional Personnel	School wide ELA/Math VAM, Staffing Specialists, School wide ELA VAM	100
Adult Education, AAAE, ABE, GED, ESOL	LCPs, GED Completion, AAAE, Basic Skill Attainment	100

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
85% and up (growth, achievement, or proficiency based on the assessment)	Highly Effective	4
60 – 84% (growth, achievement, or proficiency based on the assessment)	Effective	3
26 – 59% (growth, achievement, or proficiency based on the assessment)	Needs Improvement/Developing	2
0 – 25% (growth, achievement, or proficiency based on the assessment)	Unsatisfactory	1

Taylor County will accept the state VAM three-year aggregate score and use it as the student performance measure for the course associated teacher. A proportional rating will be used for those who have a daily schedule that reflects VAM and non-VAM related course load.

Section 2: Instructional Practice:

The District intends to use the new Marzano Focused Teacher Evaluation Model. This is the most current update of the Marzano Teacher Evaluation Model, which was adopted by the Florida Department of Education in 2011 as the State framework. This new model evaluates teacher performance against objective criteria, use of standards, and student evidences. It maximizes the accuracy and effectiveness of teacher observations, feedback, and evaluation by focusing on four key areas:

Standard-Based Planning
Standards-Based Instruction
Conditions for Learning
Professional Responsibilities

The original Marzano Teacher Evaluation Model was based on significant meta-analysis research studies to identify the strategies identified in *The Art and Science of Teaching* (Marzano, 2007) (http://www.marzanoevaluation.com/files/Research_Base_and_Validation_Studies_Marzano_Evaluation_Model.pdf). In the five years since the original release of the teacher evaluation model, it has been significantly validated with state tests data and researched by the Learning Sciences Marzano Center, who has identified instructional strategies highly correlated with improved student achievement (Pinellas County Public Schools 2013–2014 Multiple Measures, <http://www.learningsciences.com/resources/pinellas-2013-14-wp/>). From this research, Dr. Marzano and Learning Sciences Marzano Center researchers have created the updated core framework for the Focused Teacher Evaluation Model for the Standards-Based Classroom.

Instructional Evaluation:

- Administrative Observation Evaluation 57%
- Student Growth and Achievement 33%
- Deliberate Practice 10%²

² For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].

PRODECURES FOR CONDUCTING OBSERVATIONS AND COLECTING DATA:

The evaluator is the administrator who is responsible for supervising the employee. The evaluator may consider input from other personnel trained in evaluation practices. [Rule 6A-5.030(2)(f)2., F.A.C.]. APPENDIX A provides the 5-step observation process administrators use to conduct observations.

SUMMATIVE OBSERVATION SCHEDULE

Minimum Observation Requirements for Taylor County School District Classroom Instructional Staff

Category I: First Year Teacher with no Experience

Formal Evaluations:	2 (one per semester)
Informal Observations:	2 (one per semester)
Walk-Throughs:	4 (one per 9- week period)

(Special Note: These teachers will remain a category 1 teacher until completion of their third year of teaching and are no longer considered a “beginning” teacher. The following year they will move to a category 3 teacher.)

Category 2: First Year Teacher New to District (regardless of number of years of experience)

Formal Evaluations:	2 (one per semester)
Informal Observations:	2 (one per semester)
Walk-Throughs:	4 (one per 9-week period)

(Special Note: If a teacher enters the district within the first 3 years of their teaching career and credit is given for those years, they will remain a category 1 teacher until they’ve completed 3 full years of teaching and are no longer considered a “beginning” teacher. Upon completion of their third year, they will move to a category 3 teacher. Teachers entering the district with more than three years of experience will only be required to be a category 2 for their first year in the district. They then move to a category 3 teacher the following year.)

Category 3: Teachers with More Than Three Years of Experience (not new to district)

Formal Evaluation:	1 (to be completed by district-determined spring deadline)
Informal Observations:	2 (one per semester)
Walk-Throughs:	4 (one per 9-week period)

Appendix B provides the 2017 Marzano Focused Teacher Evaluation Success Map and protocols with scales and evidences. Appendix C provides the Focused Non Classroom Instructional Support Success Map and protocols with scales and evidences. The observation protocols are the instruments used in conducting observations of instructional practice, and are linked to the Florida Educator Accomplished Practices as follows:

Marzano Focused Teacher Evaluation Model	Florida Educator Accomplished Practices
Planning Standards-based Lessons/Units	1 a., b., c., e., f. 3 c., d., e., g. 4 b.
Aligning Resources to Standard(s)	1 a., b., c., e., f. 2 a., g. 3 d., e., g. 4 b., d., f.
Planning to Close the Achievement Gap Using Data	1 c., e., f. 2 g., h., i. 3 a., h., j. 4. a., b., c., d., e.
Identifying Critical Content from the Standards (Required evidence in every lesson)	3 c., g., h., j.
Previewing New Content	3 d., g., h., j.
Helping Students Process New Content	3 g., h., j.
Using Questions to Help Students Elaborate on Content	3 a., b., f., g., h., j.
Reviewing Content	3 b., d., g., h., j.
Helping Students Practice Skills, Strategies, and Processes	3 a., b., f., g., h., j.
Helping Students Examine Similarities and Differences	3 a., b., f., g., h., j.
Helping Students Examine Their Reasoning	3 b., g., h., j.
Helping Students Revise Knowledge	3 a., b., f., g., h., j.
Helping Students Engage in Cognitively Complex Tasks	3 b., f., g., h., j.
Using Formative Assessment to Track Progress	1 d., e. 3 c., d., g. 4 a., b., c., d., f.
Providing Feedback and Celebrating Success	2 e., f. 3 i. 4 e.
Organizing Students to Interact with Content	2 a., b., h. 3 a., b.
Establishing and Acknowledging Adherence to Rules and Procedures	2 a., b.
Using Engagement Strategies	2 a. 3 a., b., e.
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	2 d., e., f., h., i. 3 d., e., i.
Communicating High Expectations for Each Student to Close the Achievement Gap	2 c., d., e., f., h., i. 3 i. 4 a., e.
Adhering to School/District Policies and Procedures	2 e., g.
Maintaining Expertise in Content and Pedagogy	2 g., h., i.
Promoting Teacher Leadership and Collaboration	2 e., f., g.

Using the observation protocol (scales and evidences), observers will use student and teacher evidences to score instructional practice at the correct level on the observational scale. They will:

- Apply the protocol to identify Teacher Instructional Techniques of specific elements from Standards-Based Instruction and Conditions for Learning
- Evaluate construction and implementation of lesson and unit plans to provide clear and actionable teacher feedback
- Use evidence to score and provide feedback on teacher performance of Professional Responsibilities

A conversion from the 5 point Marzano scale to 4 point scale will be done as follows:

Step 1: Using the sources of evidence above and the Domain Forms each observed element is rated on the 5 point scale.

Step 2: The number of ratings at each level for each of the four domains is counted.

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

Step 3: The count from step 2 is converted to a percentage for each level of performance in each domain (number of ratings in that domain at that level/total number of occurrences in that domain*100).

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

Step 4: For each domain, the result from step 3 is applied to the description for each level on the Proficiency Scale (Appendix A) for the appropriate category of teacher (I, II,) . This results in a domain proficiency score between 1 and 4 for each domain.

Step 5: Each domain proficiency score is weighted and combined to determine an overall status score according to the following weights:

- Domain 1: 68%
- Domain 2: 14%
- Domain 3: 8%
- Domain 4: 10%

For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.

Section 3: Other Indicators of Performance:

DELIBERATE PRACTICE

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

Rubric for Deliberate Practice- 10% of the Instructional Practice 10 tallies.

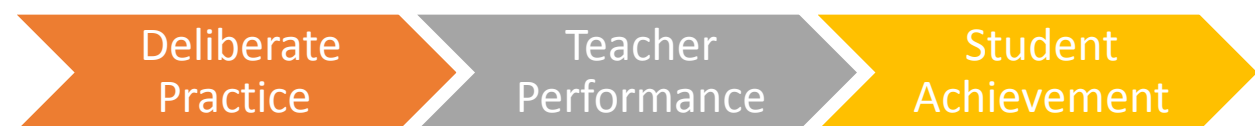
Highly Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement) **Score: 10**

Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, completed 12-14 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement) **Score: 8**

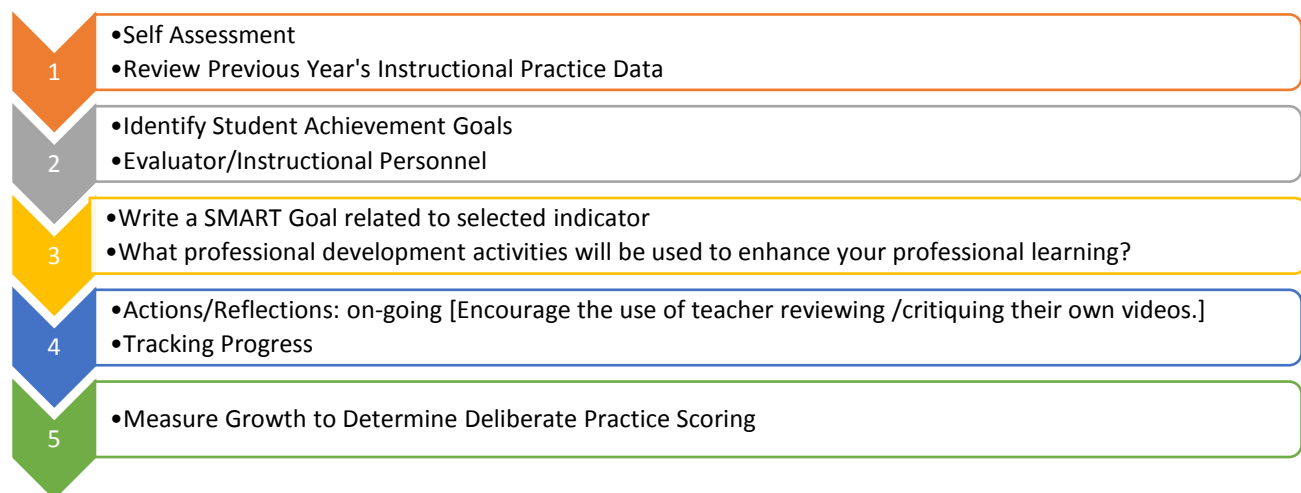
Needs Improvement (IPDP S.M.A.R.T goal(s) did not meet all expectations/completed 7-11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement) **Score: 4-6**

Unsatisfactory (IPDP S.M.A.R.T goal(s) did not meet expectations/projected professional development 1-6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement) **Score: 2**

Deliberate Practice Rubric	Tally from Rubric	= Points Used in Summative Formula
Highly Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)	10	4
Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, completed 12-14 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)	8	3
Needs Improvement (IPDP S.M.A.R.T goal(s) did not meet all expectations/completed 7-11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)	4-6	2
Unsatisfactory (IPDP S.M.A.R.T goal(s) did not meet expectations/projected professional development 1-6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement)	2	1



Deliberate Practice Plan Process



Specific Measurable Attainable Realistic Timely

To ensure accurate observations, a second observer is recommended, primarily the Assistant Principal, which leads to more accuracy. Because practice varies from day to day, multiple observations are important. Research has proven that two individuals conducting one observation will provide more accurate information as compared to one individual conducting two separate observations. This should be considered when planning observations.

Creating S.M.A.R.T. Goals

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

- To determine if your goal is measurable, ask questions such as.....
- How much? How many?
- How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals, you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency.

T can also stand for **Tangible** – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

CONTINUOUS IMPROVEMENT

The Taylor County School Teacher Evaluation System supports effective instruction and learning growth as delineated in the district assistance and school improvement plans.

A variety of processes are used to ensure that teachers are provided both face-to-face and on-line professional development and technical assistance in order to implement interventions and achieve improvement goals. Every teacher is required to complete a Deliberate Practice Plan focused on student achievement through individual professional development. Each individual is expected to focus on individual professional development and improvement goals to improve student achievement and close the achievement gap between identified subgroups.

Information from the Evaluation system will be shared with the teacher as feedback for individual continuous improvement. Ongoing training will be provided to administrators to insure inter rater-reliability. The results from the evaluation system will be used to determine professional development goals. [Rule 6A-5.030(2)(f)5., F.A.C.].

PARENT INPUT

The Taylor County assessment system includes a mechanism to give parents the opportunity to provide input into employee performance assessment when appropriate. To encourage parent participation in Taylor County Schools, Climate Surveys are made available. Principals will include information as provided by parents in the teachers' evaluation Instructional Practice portion.

PEER/MENTOR REVIEW

Peer assistance/mentors will be provided to beginning teachers; however, it will not be made part of a teacher's summative Evaluation(s).

The final summative evaluation score will be determined by adding the 33% SGM, 57% Administrative Observation/ Evaluation and 10% deliberate practice

Final Note: The recommendations above reflect only the minimum requirements for the observation process. A school principal may determine if the need exists to conduct additional formal, informal, or walk-throughs in an effort to support improvement in the instructional practices of a staff member.

Any teacher receiving an unsatisfactory rating on any one or more components **MUST** receive a Professional Improvement Plan. This is not the same as an "Overall Unsatisfactory" where a teacher is placed on performance probation. The notice may be used with any teacher at any time, but should not come as a surprise. Administrators who observe a teacher having difficulty or not handling a situation properly should use a variety of informal feedback mechanisms before a formal notice.

The administrator schedules a conference to discuss the performance requiring improvement providing prior notice to the teacher. Prior to or during the conference the administrator completes a PIP.

The improvement needed procedure is the district's commitment to provide direction and support to instructional personnel who are experiencing difficulty in meeting professional performance standards. The program calls together professionals to provide assistance in helping an individual be successful as a teacher. The highest level of success is realized when a teacher ceases to rely upon external support and direction and, instead, becomes self-motivated in a personal program of professional growth.

Teachers on PSC Contract who receive an overall unsatisfactory rating will be placed on performance probation. The evaluator shall hold a conference with the teacher and utilizing the 90 Day Probation Notice, describe in writing the unsatisfactory performance, following the NEAT procedural requirements:

- (N) Notification to teacher of all areas of unsatisfactory performance
- (E) Explanations and recommendations given for improvement
- (A) Assistance provided to teacher
- (T) Timeline given for correction of deficiencies

The employee shall, if desired, initiate a written response to the assessment. The response shall become a permanent attachment to the teacher's personnel file.

PERFORMANCE PROBATION (FL 1012.34)

Probation period is 90 calendar days from receipt of performance notice (school holidays and school vacation periods are not counted when calculating the 90-calendar-day period). Specific areas of unsatisfactory performance must be noted. Teacher is assessed periodically and apprised of progress achieved. Provide assistance in helping to correct deficiencies within a prescribed period of time. Must provide assistance and in-service training opportunities to help correct the noted performance deficiencies. [Rule 6A-5.030(2)(f)6.,F.A.C.]

Within 14 calendar days after the close of probation period, the evaluator must assess whether the performance deficiencies have been corrected and forward a recommendation to the Superintendent. Within 14 calendar days after receiving the recommendation, the Superintendent must notify the teacher in writing whether the deficiencies have been satisfactorily corrected and whether the superintendent will recommend that the school board continue or terminate the teacher's employment contract. During any time of the probationary period, the teacher may request a transfer to another appropriate position with a different supervising administrator. The transfer does not extend the period of probation.

If the employee contests the Superintendent's recommendation, a written request for a hearing must be submitted within 15 calendar days. Hearing shall be conducted by the school board (or by an administrative law judge assigned by the Division of Administrative Hearings) within 60 days of receipt of written appeal. Recommendation of the judge is submitted to the school board. Majority vote of the school board is required to sustain the Superintendent's recommendation or majority vote of the school board is required to sustain or change the hearing judge's recommendation. Decision of the school board shall be final relative to the determination of sufficient or insufficient grounds for termination.

The evaluator shall notify district personnel of a teacher's Overall Unsatisfactory performance.

SCHOOL DISTRICT OF TAYLOR COUNTY INSTRUCTIONAL EMPLOYEE

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position _____ Employee # _____

Subject/Course _____ School/Dept. _____ School Year _____

Summative Evaluation Calculations:

Student Growth Score = _____ X 33% = _____ (max = 1.32)

Instructional Practice Score = _____ X 57% = _____ (max = 2.28)

Deliberate Practice Score = _____ X 10% = _____ (max = 0.4)

Final Evaluation Score = _____

***Circle a DOE Code in each column.**

Category	DOE Code	Score Range
Unsatisfactory	G	<1.5
Needs Improvement /Developing	E F 1st 3	1.5 – 2.3
Effective	D	2.4 – 3.3
Highly Effective	C	3.4 – 4.0

DOE Code	Student Growth Definition/Example
B	100% District dev. or selected EOC
C	100% Standardized Assessments
D	100% Industry Cert
E	100% Meas. Learning Targets/ SLOs
F	Largest Portion State Assessment + Other
G	Smaller Portion State Assessment + Other

OVERALL RATING

Comments of the Evaluator: _____

Comments of the Evaluatee: _____

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

The Instructional and Deliberate Practice scores have been discussed with me. ☐ Yes ☐ No

Signature of Evaluator Date Signature of Evaluatee Date

The final evaluation score has been discussed with me. ☐ Yes ☐ No

Signature of Evaluator Date Signature of Evaluatee Date

Signature does not necessarily indicate agreement with this evaluation

Instructional Summative Evaluation Form

Scoring Key – HE=4, E=3, NI/D= 2, U=1

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
85% and up *growth or proficiency based on the assessment	Highly Effective	4
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26 – 59% *growth or proficiency based on the assessment	Needs Improvement/Developing	2
0 – 25% *growth or proficiency based on the assessment	Unsatisfactory	1

Deliberate Practice Rubric	Tally from Rubric	= Points Used in Summative Formula
Highly Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)	10	4
Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, completed 12-14 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)	8	3
Needs Improvement (IPDP S.M.A.R.T goal(s) did not meet all expectations/completed 7-11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)	4-6	2
Unsatisfactory (IPDP S.M.A.R.T goal(s) did not meet expectations/projected professional development 1-6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement)	2	1

Section 5: Additional Requirements:

- Taylor County School District will refer to and follow the procedures outline in FS 1012.33 and FS 1012.34 with regard to employees not performing their duties in a satisfactory manner.
- Taylor County will provide instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- In Taylor County the evaluator is the individual who is responsible for supervising the employee.
- In Taylor County there are no special teaching fields for which special evaluation procedures and criteria are needed.

District and school-based observers, including teacher mentors, will participate in a three-day series of professional development. The purpose of these sessions is to prepare observers to support teachers as they make the shifts necessary for successful implementation of rigorous, standards-based teaching in their classrooms. These three sequential sessions will provide an overview perspective that allows observers to understand the purpose and design of the evaluation framework. Participants will learn how the model will grow teacher instructional practices through feedback and evaluation of student evidence.

Session Descriptions

Day 1	<p>This training focuses on an overview of the Marzano Focused Teacher Evaluation Model. District and school-based observers will learn to focus on 23 high-leverage teacher skills to measure effectiveness and guide teachers from standards-based planning through selection and implementation of research-based instructional strategies, to awareness of conditions for learning in the classroom and professional responsibilities.</p> <p>Participants will be able to evaluate teacher performance by conducting a standards-based observation, including:</p> <ul style="list-style-type: none">• Explain the purpose of the Focus Statement and Desired Effect• Describe the structure and common language of the Marzano Focused Teacher Evaluation Model• Describe the essential components of effective teaching as defined in the Focused Model• Explain the ways in which a focused model of evaluation supports increased student achievement
Day 2	<p>This training focuses on five critical conditions for building teacher expertise, and learning the process for using protocols to observe classroom instruction. As part of that practice, participants will utilize the protocol to observe classroom videos and determine which strategies are being used.</p> <p>Participants will be able to evaluate teacher performance by conducting a standards-based observation, including:</p> <ul style="list-style-type: none">• Differentiating between scoring levels on the developmental scale• Identifying five critical conditions for building teacher expertise• Explaining the process for observing classroom instruction• Describing, depicting, or giving examples of the elements of each segment of the Focused Evaluation Model• Identifying the key parts of the protocols and their purposes, and applying the protocol to identify Teacher Instructional Techniques of specific elements from Standards-Based Instruction and Conditions for Learning

Day 3	<p>This training focuses on utilizing the 5-step process to accurately score teachers, including evaluating standards-based lesson plans, observing classroom instruction, and evaluating student evidence. In addition, participants will learn to give coaching feedback for teacher growth.</p> <p>Participants will be able to evaluate teacher performance by conducting a standards-based observation, including:</p> <ul style="list-style-type: none"> • Evaluate construction and implementation of lesson and unit plans to provide teacher feedback • Utilize a 5-step process to complete accurate, evidence-based classroom observations at all levels of the scale • Using provided sample evidence of Professional Responsibilities, score and provide justification • Explain how student evidence is used to identify Applying and Innovating levels
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- Taylor County School District evaluators will provide necessary and timely feedback to employees being evaluated by providing written documentation of their evaluation no later than 10 days after the evaluation takes place.
- In Taylor County the evaluation system data will be used to plan professional development activities for the district.
- Taylor County will require participation in specific professional development programs by those who have been evaluated as less than effective.
- In Taylor County all instructional personnel must be evaluated at least once a year.
- In Taylor County all classroom teachers are observed and evaluated at least once a year.
- In Taylor County classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district.

Section 6: District Evaluation Procedures

Evaluators are expected to have a full understanding of the proper use of the evaluation criteria and procedures including accuracy and inter-rater reliability. [Rule 6A-5.030(2)(j)1] Evaluators must follow district policies and procedures in the implementation of the evaluation system, use evaluation data to identify individual professional development needs as well as inform school and district improvement plans. [Rule 6A-5.030(2)(j)3, F.A.C; Rule 6A-6.030(2)(j)4., F.A.C.; Rule 6A-5.030(2)(j)5.

The principal must sign all formative evaluations, interim summative evaluations and the final summative evaluation

The teacher is required to sign the evaluation indicating that the document was received.

The administrator may amend an evaluation based on assessment data from the current school year of the data becomes available within 90 days after the close of the school year. The teacher will receive a copy of the amended evaluation within 10 work days.

If an administrator has completed a teacher's summative evaluation and later notices a problem, the next steps depend upon the severity of the problem. If the problem is not a violation of Professional Practices, then the administrator should begin a corrective Action Plan. If the problem is a violation of Professional

Practices, the incident must be reported to the Superintendent or the Director of Personnel for further investigation. (SBE Rule 6B-1.006).

The administrator must discuss the written evaluation report with the teacher. The teacher shall have the right to imitate a written response to the evaluation, and the response shall become a permanent attachment to the teacher's personnel file (F.S. 1012.34)

STEP 1: ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

School administrators meet with instructional staff during pre-planning week to orient and to inform them of assessment criteria and procedures.

Copies of the Taylor County Schools Teacher Evaluation Handbook are made available **on the district website**. As additional staff is employed, administrators review the criteria and procedures of the assessment system within the first ten (10) days of each teacher's employment.

STEP 2: ADMINISTRATOR MEETS WITH TEACHER TO ASSIST IN DEVELOPMENT OF DELIBERATE PRACTICE

Consistent with Florida Statutes the immediate supervisor, the school principal will conduct the teacher evaluations. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. No later than October 15, administrators collaborate with teachers to develop Individual Professional Development Plans. The plan must clearly relate to specific performance data for the students to whom the teacher is assigned.

Teachers should bring rubric with them at post conference and have evidence of self-assessment. The evaluation process should become a professional conversation.

The plan must include clearly defined training objectives and specific and measurable improvements in student performance that are expected to result from the training activity. The plan must measure the extent to which each training activity did accomplish the performance gains that were predicted to result from the training.

STEP 3: ADMINISTRATOR SCHEDULES OBSERVATION AND OPTIONAL PRE- OBSERVATION CONFERENCE

Collaboratively, the administrator and teacher set an observation date and time. The teacher must be given at least a **two day** notice prior to the announced classroom observation. If a Pre-Observation Conference is requested by either the teacher or the assessor, the administrator schedules the Pre-Observation conference preferably 1 – 5 school days before the observation.

Administrator provides a Teacher Pre- Conference Form to the teacher in advance of the conference and asks him or her to bring the completed form to the conference.

STEP 4: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

Teacher brings a copy of the completed Teacher Pre- Conference Form, to the conference. The administrator uses it to guide the conversation and to organize notes as he/she records evidence of Domain 1, Planning and Preparation.

Teacher discusses the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement to the lesson.

STEP 5: ADMINISTRATOR OBSERVES TEACHER

Administrator gathers evidence of the teacher's and students' actions, statements, and questions using an electronic device or evidence collection tool. The length of the announced formal observation may vary from 20 minutes to one full class period.

STEP 6: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE

Administrator schedules the post-observation conference for no later than ten (10) teacher working days after the assessment takes place. [Rule 6A-5.030(2)(f)4., F.A.C.]

Administrator gives the teacher the Reflection Conference Form to complete in advance of the post-observation conference.

STEP 7: ADMINISTRATOR ALIGNS EVIDENCE USING THE RUBRICS

After the observation, the administrator identifies the relevant component(s) for each piece of evidence. Administrator compares the evidence listed under each component to the level of performance descriptions, as indicated on the evaluation rubric, and chooses the level of performance for each component that most closely aligns to the evidence.

Administrator completes the Annual Teacher Evaluation Form for the teacher's appropriate job classification, i.e. classroom teacher, guidance counselor, etc.

The principal/supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The principal/supervisor also may suggest other forms of assistance such as advice from a colleague, in-service training, observing a master teacher.

For employees whose performance is rated ***Highly Effective or Effective***, the principal/supervisor is encouraged to assist them in building on their strengths and further developing their skills. These employees should be encouraged to share their experiences or mentor beginners. When performance is rated as ***Needs Improvement or Unsatisfactory*** during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Improvement Plan.

STEP 8: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE – PART I

Teacher reflects on the lesson using the Reflection Form. Administrator and teacher discuss the evidence collected and the levels of performance chosen.

Administrator and teacher sign the observation form on a hard copy or via the FASTe Observer digital signature. The teacher will have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

STEP 9: ADMINISTRATOR FINALIZES ANNUAL TEACHER ASSESSMENT FORM – PART II

Administrator adds the student growth data as provided by the Florida Department of Education to the Annual Teacher Evaluation Form upon availability of data and pending receipt of data or within 90 calendar days after the close of the school year (June 30).

The final written report will be discussed with the employee and he employee has the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file. Rules 6A-5.030(2)(g)2., F.A.C.; Rule 6A-5030(2)(h), F.A.C.

STEP 10: ADMINISTRATOR NOTIFIES TEACHER OF FINAL OVERALL RATING and HOLDS ADDITIONAL POST CONFERENCE

For teachers receiving an overall rating of effective or highly effective:

Administrator notifies teacher of overall final rating and schedules an additional post conference after the receipt of student growth data prior to September 30.

Administrator holds additional post conference with the teacher and presents student growth data and the finalized Annual Teacher Evaluation Form.

Administrator and teacher sign final Annual Teacher Evaluation Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

The administrator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

Highly Effective

Refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school. Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues.

Effective

Refers to successful, professional teaching that is consistently at a high level. It would be expected that most experienced teachers would frequently perform at this level. Indicates performance that consistently meets a high-quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/Developing

Refers to teaching that reflects the necessary knowledge and skills to be effective, but its application is inconsistent. "Needs Improvement" will be used for teachers with 3+ years of experience. "Developing" will be used for teachers with 3 years or less experience and for experienced teachers new to the district.

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory

Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures.

Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

The administrator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

The District will comply with the requirement that the FLDOE be notified of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment.

Other Documentation Sources

The supervisor and employee will collect data regarding each job service context category. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment.

Direct Documentation - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information:

1. Self-Evaluation
2. School Improvement Plan
3. Student Assessment Data
 - Classroom based assessment
 - Performance tests such as Florida Comprehensive Assessment Test, FSA, EOCs, AP exams, Progress Monitoring Assessments, and other standardized achievement tests
 - Formal and informal program reviews Taylor County
4. School Climate Survey Instruments from **parents and students**.
5. Collect parent input by including the following statement on the Annual School Climate Survey: ***"If an educator at this school has had a significant impact on your child's education during this school year, please explain in the space provided or contact the appropriate school district administrator."***
7. All duties required of the position (job descriptions)
8. School Performance Data and Grade

C. Indirect Documentation - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.

D. Training Programs Competency Acquisition - Verified acquisition of specific competencies obtained through designated training programs.

E. Evaluatee Provided - Data provided by the employee receiving the evaluation that supports the concept that this evaluation procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, and evidence of student growth.

F. Confirmed Observation - Direct observation by the supervisor of an instructional employee exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

Taylor County will provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

- submit the written report to the employee no later than 10 days after the evaluation takes place.
- discuss the written evaluation report with the employee.
- Taylor County employees will have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- Taylor County will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements.

Taylor County school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment.

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The evaluator follows district policies and procedures in the implementation of evaluation system(s)
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being used to evaluate teachers

The 5-Step Process for Classroom Observation

Step 1—What elements am I seeing when I observe a teacher? Does the teacher use the strategy correctly?

- Before making any decisions, observe the teacher in action, then select an element to score and move to the Example Teacher Instructional Techniques box.
- Scroll through the menu and check any techniques that the teacher is implementing.
- If the teacher is using the technique correctly, the observer can move to the scale and indicate a Level 2/Developing.

Step 2—What technique or techniques does the teacher use to monitor for the desired effect/outcome?

- This step concerns teacher techniques for monitoring for student learning as a result of using an Instruction element, or monitoring to determine if implementing a Conditions for Learning element produces the desired effect or desired outcome.
- After identifying the element from Instruction or Conditions, how does the teacher monitor to determine if students are learning or changing their behavior?
- Observe the teacher and check the box for any monitoring technique that is implemented. If observing Conditions for Learning, the observer monitors student behaviors and quickly notes how many students demonstrate the desired effect or desired outcome.
- Note—the use of a monitoring technique does not change the teacher's rating on the scale. However, it is the bridge for moving from a 2/Developing, to a 3/Applying, and ultimately a 4/Innovating (see Step 3, below).

Step 3—What percent of students demonstrate achievement of the desired effect at the appropriate level of the target?

- Step 3 is directly connected to Step 2, but it transitions from a focus on teacher action to a focus on the student and student work. At this point, the teacher is monitoring to determine if students are learning. The observer moves to the Example Student Evidence box, and checks the applicable boxes based on observed student evidence.
- The critical step is to determine the number of students who achieve the desired effect or desired outcome. The observer must examine

students who demonstrate the desired effect or outcome.

- At this point, the observer moves to the scale. If less than half the class exhibits the desired effect, the score remains a 2/Developing. If 51% to 90% demonstrate the desired effect, the teacher earns a 3/Applying on the scale. If more than 90% show the desired effect, at the appropriate level of the target, then the score moves to a Level 4/Innovating.
- If the teacher does not earn a 3 or 4 on the scale, the observer moves to step 4.

Step 4—After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaptation?

- The observer moves to this step if the teacher monitors student evidence and notes that less than 91% of the students are demonstrating the desired outcome.
- If the teacher makes an adaptation, continues to monitor student evidence, and confirms that more than 90% of students achieve the desired outcome, the observer moves the teacher's score to a 4.
- If the outcome remains less than 91%, the score remains at 3, or if less than 51%, at level 2.

Step 5—Use student evidence to assign the final score on the scale for all elements observed in the lesson.

- Can take place in a post-conference
- The teacher may bring evidence to confirm the percentage of students who demonstrate the desired effect

APPENDIX B

Success Map and Observation Protocols (Scales & Evidences)
for the Marzano Focused Teacher Evaluation Model

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor



Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Conditions for Learning

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Standards-Based Instruction

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Professional Responsibilities

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

Marzano Focused Teacher Evaluation Model

STANDARDS BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					
STANDARDS BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards (Required evidence in every lesson)					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					
CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					
PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

DEFINITIONS OF EQUITY, ACCESS, AND SEL

EQUITY AND ACCESS

Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances – for example gender, socio-economic status or ethnic origin – should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure (OECD 2008).

SOCIAL EMOTIONAL LEARNING (SEL)

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL 2019).

SPECIAL EDUCATION IN EQUITY AND ACCESS

The U.S. Department of Education today made available to the public final regulations under Part B of the Individuals with Disabilities Education Act (IDEA), aimed at promoting equity by targeting widespread disparities in the treatment of students of color with disabilities. The regulations will address a number of issues related to significant disproportionality in the identification, placement, and discipline of students with disabilities based on race or ethnicity (Ed.gov, 2016).

Planning Standards Based Lessons/Units				
Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.				
Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.				
Planning Evidence (Check all that apply)				
<input type="checkbox"/> Plans exhibit a focus on the essential standards <input type="checkbox"/> Plans include a scale that builds a progression of knowledge from simple to complex <input type="checkbox"/> Plans identify learning targets aligned to the rigor of required standards <input type="checkbox"/> Plans identify specific instructional strategies appropriate for the learning target <input type="checkbox"/> Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Lessons are planned with teachable chunks of content <input type="checkbox"/> When appropriate, lessons/units are integrated with other content areas <input type="checkbox"/> When appropriate, learning targets and unit plans include district scope and sequence <input type="checkbox"/> Plans illustrate how equity is addressed in the classroom				
Planning Evidence – Equity, Access, SEL (Check all that apply)				
<input type="checkbox"/> When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom <input type="checkbox"/> When appropriate, plans illustrate how EL strategies are addressed in the classroom <input type="checkbox"/> When appropriate, plans integrate cultural competencies and/or standards				
Example Implementation Evidence (Check all that apply)				
<input type="checkbox"/> Lesson plans align to grade level standard(s) with targets and use a performance scale <input type="checkbox"/> Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level <input type="checkbox"/> Planned and completed student assignments/work require practice with complex text and its academic language <input type="checkbox"/> Planned and completed student assignments/work demonstrate development of applicable mathematical practices <input type="checkbox"/> Planned and completed student assignments/work demonstrate grounding in real-world application <input type="checkbox"/> Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)				
Example Implementation Evidence – Equity, Access, SEL (Check all that apply)				
<input type="checkbox"/> Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit <input type="checkbox"/> Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit <input type="checkbox"/> Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit <input type="checkbox"/> Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning <i>and</i> provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

Aligning Resources to Standard(s)				
Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.				
Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.				
<p>Planning Evidence (Check all that apply)</p> <p><input type="checkbox"/> Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan</p> <p><input type="checkbox"/> Plans integrate a variety of text types (structures)</p> <p><input type="checkbox"/> Plans incorporate nonfiction text</p> <p><input type="checkbox"/> Plans identify Standards for Mathematical Practice to be applied <input type="checkbox"/></p> <p>Plans identify how available technology will be used</p> <ul style="list-style-type: none"> • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis • Discussion boards <p><input type="checkbox"/> When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan</p>				
<p>Planning Evidence – Equity, Access, SEL (Check all that apply)</p> <p><input type="checkbox"/> When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)</p>				
<p>Example Implementation Evidence (Check all that apply)</p> <p><input type="checkbox"/> Traditional resources are appropriately aligned to grade level standards</p> <ul style="list-style-type: none"> • Text books • Manipulatives • Primary source materials <p><input type="checkbox"/> Digital resources are appropriately aligned to grade level standards</p> <ul style="list-style-type: none"> • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis • Discussion boards <p><input type="checkbox"/> Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards</p> <p><input type="checkbox"/> Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity</p> <p><input type="checkbox"/> Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics</p> <p><input type="checkbox"/> Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)</p>				
<p>Example Implementation Evidence – Equity, Access, SEL (Check all that apply)</p> <p><input type="checkbox"/> Planned resources include those specific to students' culture</p>				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standardsbased units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standardsbased units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units <i>and</i> lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence (Check all that apply)

- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans include potential instructional adjustments that could be made based on student evidence/data
- ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
- ☐ A coherent record-keeping system is developed and maintained on student learning

Planning Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Plans specify accommodations and/or adaptations for individual EL or groups of students
- ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Plans cite the data and rationale used to identify and incorporate accommodations
- ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)

Example Implementation Evidence (Check all that apply)

- ☐ Planned student assignments/work show students track their individual progress on learning targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Example Implementation Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap <i>and</i> provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socioeconomic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socioeconomic status, ethnicity) makes progress towards closing the achievement gap.

Identifying Critical Content from the Standards (Required evidence in every lesson)				
Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.				
Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).				
Example Teacher Instructional Techniques (Check all that apply)				
<input type="checkbox"/> Identify a learning target aligned to the grade level standard(s) <input type="checkbox"/> Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson <input type="checkbox"/> Provide a learning target embedded in a scale specifying critical content from the standard(s) <input type="checkbox"/> Relate classroom activities to the target and/or scale throughout the lesson <input type="checkbox"/> Identify differences between the critical content from the standard(s) and non-critical content <input type="checkbox"/> Identify and accurately teach critical content <input type="checkbox"/> Use a scaffolding process to identify critical content for each 'chunk' of the learning progression <input type="checkbox"/> Use verbal/visual cueing <input type="checkbox"/> Use storytelling and/or dramatic instruction <input type="checkbox"/> Model how to identify meaning and purpose in a text <input type="checkbox"/> Ensure text complexity aligns to the critical content				
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)				
<input type="checkbox"/> When appropriate, use cultural examples to connect learning activities to the learning target/critical content				
Example Teacher Techniques for Monitoring for Learning (Check all that apply)				
<input type="checkbox"/> Use a Group Activity to monitor that students know what content is important <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students know what content is important <input type="checkbox"/> Use Response Methods to monitor that students know what content is important <input type="checkbox"/> Use Questioning Sequences to monitor that students know what content is important				
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)				
<input type="checkbox"/> Student conversation in groups focus on critical content <input type="checkbox"/> Generate short written response (i.e. summary, entrance/exit ticket) <input type="checkbox"/> Create nonlinguistic representations (i.e. diagram, model, scale) <input type="checkbox"/> Student-generated notes focus on critical content <input type="checkbox"/> Responses to questions focus on critical content <input type="checkbox"/> Explain purpose and unique characteristics of key concepts/critical content <input type="checkbox"/> Explain applicable mathematical practices in critical content				
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)				
<input type="checkbox"/> When appropriate, responses involve explanatory content specific to their culture				
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)				
<input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify the task <input type="checkbox"/> Provide additional resources				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Previewing New Content				
Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.				
Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.				
<p>Example Teacher Instructional Techniques (Check all that apply)</p> <p><input type="checkbox"/> Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content) <input type="checkbox"/> Use preview questions before instruction or a teacher-directed activity</p> <p><input type="checkbox"/> Use K-W-L strategy or variation</p> <p><input type="checkbox"/> Provide advanced organizer (e.g. outline, graphic organizer)</p> <p><input type="checkbox"/> Facilitate a student brainstorm</p> <p><input type="checkbox"/> Use anticipation guide or other pre-assessment activity</p> <p><input type="checkbox"/> Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)</p> <p><input type="checkbox"/> Use digital resources and/or other media to help students make linkages to new content</p> <p><input type="checkbox"/> Facilitate identification of previously seen mathematical patterns or structures</p>				
<p>Example Teacher Instructional Techniques - Equity, Access, SEL (Check all that apply)</p> <p><input type="checkbox"/> Use cultural resources to facilitate students making a link from what they know to the new content</p>				
<p>Example Teacher Techniques for Monitoring for Learning (Check all that apply)</p> <p><input type="checkbox"/> Use a Group Activity to monitor that students can make a link from prior learning to the new content</p> <p><input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students can make a link from prior learning to the new content</p> <p><input type="checkbox"/> Use Response Methods to monitor that students can make a link from prior learning to the new content</p> <p><input type="checkbox"/> Use Questioning Sequences to monitor that students can make a link from prior learning to the new content</p>				
<p>Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)</p> <p><input type="checkbox"/> Identify basic relationship between prior content and new content</p> <p><input type="checkbox"/> Explain linkages with prior knowledge in individual or group work</p> <p><input type="checkbox"/> Make predictions about new content</p> <p><input type="checkbox"/> Summarize the purpose for new content</p> <p><input type="checkbox"/> Explain how prior standards or learning targets link to the new content</p> <p><input type="checkbox"/> Explain linkages between mathematical patterns and structure from previous grades/lessons and current content</p>				
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A				
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)</p> <p><input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Modify the task <input type="checkbox"/> Provide additional resources</p> <p><input type="checkbox"/> Reorganize groups</p> <p><input type="checkbox"/> Utilize peer resources</p>				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Process New Content				
Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.				
Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.				
Example Teacher Instructional Techniques (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Break content into appropriate chunks <input type="checkbox"/> Facilitate group members in summarizing and/or generating conclusions <input type="checkbox"/> Facilitate recording and representing new knowledge <input type="checkbox"/> Facilitate the conceptual understanding of critical concepts <input type="checkbox"/> Facilitate quantitative and qualitative reasoning of key mathematical concepts <input type="checkbox"/> Stop at strategic points to appropriately chunk content based on student evidence and feedback 				
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) <input type="checkbox"/> Employ formal group processing strategies <ul style="list-style-type: none"> • Jigsaw • Reciprocal teaching • Concept attainment <input type="checkbox"/> Use informal strategies to engage group members in active processing <ul style="list-style-type: none"> • Predictions • Associations • Paraphrasing • Verbal summarizing • Questioning 				
Example Teacher Techniques for Monitoring for Learning (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Response Methods to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Questioning Sequences to monitor that students can summarize and generate conclusions about the content 				
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and answer questions about the new content in groups <input type="checkbox"/> Generate conclusions about the new content in group or written work <input type="checkbox"/> Actively discuss the new content in groups <input type="checkbox"/> Summarize or paraphrase the just learned content <input type="checkbox"/> Record and represent new knowledge <input type="checkbox"/> Make predictions about what they expect to learn next <input type="checkbox"/> Summarize or draw conclusions from complex text and its academic language <input type="checkbox"/> Use repeated reasoning and abstract, quantitative, or qualitative reasoning 				
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A				
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources </div> <div style="width: 48%;"> <input type="checkbox"/> Modify task to appropriate chunk of content <input type="checkbox"/> Provide additional resources </div> </div>				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Questions to Help Students Elaborate on Content				
Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.				
Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.				
<p>Example Teacher Instructional Techniques (Check all that apply)</p> <p><input type="checkbox"/> Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time <input type="checkbox"/> Ask detail questions</p> <p><input type="checkbox"/> Ask category questions</p> <p><input type="checkbox"/> Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)</p> <p><input type="checkbox"/> Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations</p> <p><input type="checkbox"/> Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught</p> <p><input type="checkbox"/> Model the process of using evidence to support elaboration</p> <p><input type="checkbox"/> Model processes and proficiencies to support mathematical elaboration</p> <p><input type="checkbox"/> Model implementation of appropriate wait time when questioning</p>				
<p>Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)</p> <p>N/A</p>				
<p>Example Teacher Techniques for Monitoring for Learning (Check all that apply)</p> <p><input type="checkbox"/> Use a Group Activity to monitor that students accurately elaborate on content</p> <p><input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students accurately elaborate on content</p> <p><input type="checkbox"/> Use Response Methods to monitor that students accurately elaborate on content</p> <p><input type="checkbox"/> Use Questioning Sequences to monitor that students accurately elaborate on content</p>				
<p>Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)</p> <p><input type="checkbox"/> Answer detail questions about the content</p> <p><input type="checkbox"/> Identify characteristics of content-related categories</p> <p><input type="checkbox"/> Make general elaborations about the content</p> <p><input type="checkbox"/> Provide evidence and support for elaborations</p> <p><input type="checkbox"/> Identify basic relationships between ideas and how one idea relates to another</p> <p><input type="checkbox"/> Artifacts/student work demonstrate students can make well-supported elaborative inferences</p> <p><input type="checkbox"/> Discussions demonstrate students can make well-supported elaborative inferences</p> <p><input type="checkbox"/> Discussions are grounded in evidence from text, both literary and informational</p> <p><input type="checkbox"/> Discussions and student work provide evidence of mathematical elaboration</p>				
<p>Example Student Evidence of Desired Effect – Equity, Access, SEL N/A</p>				
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)</p> <p><input type="checkbox"/> Rephrase questions/scaffold questions</p> <p><input type="checkbox"/> Modify task</p> <p><input type="checkbox"/> Provide additional resources</p>				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	<p>Uses a sequence of increasingly complex questions that require students to critically think about the content.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Reviewing Content				
Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.				
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.				
Example Teacher Instructional Techniques (Check all that apply) <input type="checkbox"/> Begin lesson with a brief review of previously taught content <input type="checkbox"/> Use a scaffolding process to systematically show the cumulative nature of the content <input type="checkbox"/> Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another <ul style="list-style-type: none"> • Brief summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise • Warm-up activity <input type="checkbox"/> Ask students to demonstrate increased fluency and/or accuracy of previously taught processes				
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) N/A				
Example Teacher Techniques for Monitoring for Learning (Check all that apply) <input type="checkbox"/> Use a Group Activity to monitor that students know the previously taught critical content <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students know the previously taught critical content <input type="checkbox"/> Use Response Methods to monitor that students know the previously taught critical content <input type="checkbox"/> Use Questioning Sequences to monitor that students know the previously taught critical content				
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) <input type="checkbox"/> Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another <input type="checkbox"/> Summarize the cumulative nature of the content <input type="checkbox"/> Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities) <input type="checkbox"/> Explain previously taught concepts <input type="checkbox"/> Demonstrate increased fluency and/or accuracy of previously taught processes				
Example Student Evidence of Desired Effect – Equity, Access, SEL N/A				
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Modify task <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Provide additional resources <input type="checkbox"/> Utilize peer resources				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes				
Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.				
Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.				
Example Teacher Instructional Techniques (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Model how to execute the skill, strategy, or process <input type="checkbox"/> Model mathematical practices <input type="checkbox"/> Model how to reason, problem solve, use tools, and generalize <input type="checkbox"/> Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process <ul style="list-style-type: none"> <input type="checkbox"/> Guided practice if students cannot perform the skill, strategy, or process independently <input type="checkbox"/> Independent practice if students can perform the skill, strategy, or process independently <input type="checkbox"/> Guide students to generate and manipulate mental models for skills, strategies, and processes <input type="checkbox"/> Employ “worked examples” or exemplars <input type="checkbox"/> Provide opportunity for practice immediately prior to assessing skills, strategies, and processes <input type="checkbox"/> Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context <input type="checkbox"/> Provide opportunity for students to increase fluency and accuracy <input type="checkbox"/> Provide opportunity for purposeful homework 				
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) N/A				
Example Teacher Techniques for Monitoring for Learning (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students develop automaticity with skills, strategies, or processes <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes <input type="checkbox"/> Use Response Methods to monitor that students develop automaticity with skills, strategies, or processes <input type="checkbox"/> Use Questioning Sequences to monitor that students develop automaticity with skills, strategies, or processes 				
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing <input type="checkbox"/> Explanation of mental models reveals understanding of the strategy or process <input type="checkbox"/> Explain how the use of a problem-solving strategy increased fluency and/or accuracy 				
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Execute or perform the skill, strategy, or process with increased confidence <input type="checkbox"/> Execute or perform the skill, strategy, or process with increased competence <input type="checkbox"/> Use problem-solving strategies based on their purpose and unique characteristics <input type="checkbox"/> Demonstrate deepening of knowledge and/or increasing accuracy through group interactions 				
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Modify task </div> <div> <input type="checkbox"/> Provide additional resources </div> </div> <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Similarities and Differences				
Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.				
Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.				
Example Teacher Instructional Techniques (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Use comparison activities to examine similarities and differences <input type="checkbox"/> Use classifying activities to examine similarities and differences <input type="checkbox"/> Use analogy activities to examine similarities and differences <input type="checkbox"/> Use metaphor activities to examine similarities and differences <input type="checkbox"/> Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences <input type="checkbox"/> Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences <input type="checkbox"/> Ask students to summarize what they have learned from the activity <input type="checkbox"/> Ask students to linguistically and nonlinguistically represent similarities and differences <input type="checkbox"/> Ask students to explain how the activity has added to their understanding <input type="checkbox"/> Ask students to make conclusions after the examination of similarities and differences <input type="checkbox"/> Ask students to look for and make use of mathematical structure to recognize similarities and differences <input type="checkbox"/> Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences 				
Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply) <input type="checkbox"/> Use culturally relevant activities to help students examine similarities and differences				
Example Teacher Techniques for Monitoring for Learning (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that student knowledge of content is deepened by examining similarities and differences <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences <input type="checkbox"/> Use Response Methods to monitor that student knowledge of content is deepened by examining similarities and differences <input type="checkbox"/> Use Questioning Sequences to monitor that student knowledge of content is deepened by examining similarities and differences 				
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) <ul style="list-style-type: none"> <input type="checkbox"/> Comparison and classification artifacts indicate deeper understanding of content <input type="checkbox"/> Analogy and/or metaphor artifacts indicate deeper understanding of content <input type="checkbox"/> Response to questions indicate examining similarities and differences has deepened understanding of content <input type="checkbox"/> Make conclusions after examining evidence about similarities and differences <input type="checkbox"/> Present evidence to support their explanation of similarities and differences <input type="checkbox"/> Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences 				
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate 				
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Modify task <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources </div> <div> <input type="checkbox"/> Provide additional resources </div> </div>				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Their Reasoning				
Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.				
Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).				
<p>Example Teacher Instructional Techniques (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the process of making and supporting a claim <input type="checkbox"/> Model constructing viable arguments and critiquing the mathematical reasoning of others <input type="checkbox"/> Ask students to summarize new insights resulting from analysis of multiple texts/resources <input type="checkbox"/> Analyze errors to identify more efficient ways to execute processes or procedures <input type="checkbox"/> Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning 				
<p>Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask students to examine logic of their errors in procedural knowledge when problem solving <input type="checkbox"/> Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning <input type="checkbox"/> Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning <input type="checkbox"/> Guide students to understand how their culture impacts their thinking <input type="checkbox"/> Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning <ul style="list-style-type: none"> • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim <input type="checkbox"/> Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives <input type="checkbox"/> Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.) 				
<p>Example Teacher Techniques for Monitoring for Learning (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim <input type="checkbox"/> Use Questioning Sequences to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim 				
<p>Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures) <input type="checkbox"/> Explain the overall structure of an argument presented to support a claim <input type="checkbox"/> Summarize new insights resulting from analysis <input type="checkbox"/> Artifacts/student work indicate students can identify errors in reasoning or make and support a claim <input type="checkbox"/> Artifacts/student work indicate students have used textual evidence to support their claim <input type="checkbox"/> Mathematical arguments and critiques of reasoning are viable and valid <input type="checkbox"/> Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related 				
<p>Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) <input type="checkbox"/> Articulate support for a claim and/or errors in reasoning within group interactions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explanations involve cultural content <input type="checkbox"/> Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives 				
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources </div> <div> <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources </div> </div>				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Revise Knowledge				
Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.				
Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.				
Example Teacher Instructional Techniques (Check all that apply)				
<input type="checkbox"/> Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content <input type="checkbox"/> Guide students to identify alternative ways to execute procedures <input type="checkbox"/> Guide students to use repeated reasoning and make generalizations about patterns seen in the content <input type="checkbox"/> Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences				
Example Teacher Instructional Technique – Equity, Access, SEL (Check all that apply)				
<input type="checkbox"/> Ask students to state or record how hard they tried <input type="checkbox"/> Ask students to state or record what they might have done to enhance their learning <input type="checkbox"/> Utilize reflection activities to cultivate a growth mindset <input type="checkbox"/> Prompt students to summarize and defend how their understanding has changed <input type="checkbox"/> <input type="checkbox"/> Guide students in a reflection process				
Example Teacher Techniques for Monitoring for Learning (Check all that apply)				
<input type="checkbox"/> Use a Group Activity to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> Use Response Methods to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> Use Questioning Sequences to monitor that students deepen understanding by revising their knowledge				
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)				
<input type="checkbox"/> Explain what they are clear about and what they are confused about <input type="checkbox"/> Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers) <input type="checkbox"/> Groups make corrections and/or additions to information previously recorded about content <input type="checkbox"/> Revisions demonstrate alternative ways to execute procedures <input type="checkbox"/> Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content				
Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)				
<input type="checkbox"/> Explain what they could have done to enhance their learning <input type="checkbox"/> Actions and reflections display a growth mindset <input type="checkbox"/> Explain previous errors or misconceptions about content <input type="checkbox"/> Reflections show clarification in thinking or processing				
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)				
<input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Engage in Cognitively Complex Tasks	
Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.	
Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.	
<p>Example Teacher Instructional Techniques (Check all that apply)</p> <p><input type="checkbox"/> Based on the prior content and learning, model, coach, and support the process of generating and testing •</p> <ul style="list-style-type: none"> A proposition A proposed theory A hypothesis <p><input type="checkbox"/> Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis</p>	
<p>Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)</p> <p><input type="checkbox"/> Provide prompt(s) for students to experiment with their own thinking</p> <p><input type="checkbox"/> Observe, coach, and support productive student struggle <input type="checkbox"/></p> <p>Coach students to persevere with the complex task</p> <p><input type="checkbox"/> Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to</p> <ul style="list-style-type: none"> Generate conclusions Identify common logical errors Present and support propositions, theories, or hypotheses Navigate digital and traditional resources 	
<p>Example Teacher Techniques for Monitoring for Learning (Check all that apply)</p> <p><input type="checkbox"/> Use a Group Activity to monitor that students prove or disprove the proposition, theory or hypothesis</p> <p><input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis</p> <p><input type="checkbox"/> Use Questioning Sequences to monitor that students prove or disprove the proposition, theory, or hypothesis</p>	
<p>Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)</p> <p><input type="checkbox"/> Explain the proposition, theory, or hypothesis they are testing</p> <p><input type="checkbox"/> Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation</p> <p><input type="checkbox"/> Justify the process used to support the proposition, theory, or hypothesis</p> <p><input type="checkbox"/> Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can</p> <ul style="list-style-type: none"> Generate conclusions Identify common logical errors Present and support the proposition, theory, or hypothesis Navigate digital and traditional resources Identify how multiple ideas are related 	
<p>Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply) <input type="checkbox"/> Precisely explain perseverance with the task with reasoning and conclusions</p>	
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Utilize different coaching/facilitation techniques <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources </div> <div> <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources </div> </div>	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance scale

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- ☐ Ask students to explain their progress toward the learning target
- ☐ Ask students to provide evidence of their progress toward the learning target
- ☐ Use formative assessment that reflects awareness of cultural differences represented in the classroom

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets
- ☐ Responses to formative assessment may involve cultural content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Providing Feedback and Celebrating Progress	
Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.	
Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.	
<p>Example Teacher Instructional Techniques (Check all that apply)</p> <p> <input type="checkbox"/> Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets <input type="checkbox"/> Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets <input type="checkbox"/> Implement a systematic, ongoing process to provide feedback <input type="checkbox"/> Use a variety of ways to celebrate progress toward learning targets (not general praise) <ul style="list-style-type: none"> • Show of hands • Certificate of success • Parent notification • Round of applause • Academic praise • Digital media </p>	
<p>Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)</p> <p> <input type="checkbox"/> Celebrate as groups make progress toward learning targets <input type="checkbox"/> Ensure celebrations involve culturally relevant components <input type="checkbox"/> Ask students to explain how they use feedback <input type="checkbox"/> Ask students how celebrations encourage them to continue learning </p>	
<p>Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work. Check all that apply.)</p> <p> <input type="checkbox"/> Show signs of pride regarding development of mathematical practices <input type="checkbox"/> Use feedback to revise or update work to help meet their learning target </p>	
<p>Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)</p> <p> <input type="checkbox"/> Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.) <input type="checkbox"/> Initiate celebration of individual success, group success, and that of the whole class <input type="checkbox"/> Surveys indicate students want to continue making progress <input type="checkbox"/> Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress </p>	
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)</p> <p> <input type="checkbox"/> Utilize new methods to celebrate success <input type="checkbox"/> Provide additional opportunities to give feedback </p>	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Provide guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Explain individual student and/or group thinking about the content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Take responsibility for the learning of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Establishing and Acknowledging Adherence to Rules and Procedures				
Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.				
Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.				
<p>Example Teacher Instructional Techniques (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remind students of rules and procedures <input type="checkbox"/> Ask students to restate or explain rules and procedures <input type="checkbox"/> Provide cues or signals when a rule or procedure should be used <input type="checkbox"/> Physically occupy all quadrants of the room <input type="checkbox"/> Scan the entire room, making eye contact with each student <input type="checkbox"/> Recognize potential sources of disruption and deal with them immediately <input type="checkbox"/> Proactively address inflammatory situations <input type="checkbox"/> Recognize and/or acknowledge students or groups who follow rules and procedures <input type="checkbox"/> Organize physical layout of the classroom to facilitate work in groups and easy access to materials 				
<p>Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve students in designing classroom routines and procedures to develop a culturally responsive classroom <input type="checkbox"/> Actively teach student self-regulation strategies <input type="checkbox"/> Use classroom meetings to review and process rules and procedures to ensure equity <input type="checkbox"/> Consistently exhibit “withitness” behaviors 				
<p>Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work. Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow clear routines during class <input type="checkbox"/> Explain classroom rules and procedures <input type="checkbox"/> Describe the classroom as an orderly and safe environment <input type="checkbox"/> Recognize cues and signals by the teacher <input type="checkbox"/> Recognize that the teacher is aware of their behavior <input type="checkbox"/> Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head” <input type="checkbox"/> Respond appropriately to teacher direction and/or guidance regarding rules and procedures <input type="checkbox"/> Move purposefully about the classroom and efficiently access materials 				
<p>Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-regulate behavior while working individually <input type="checkbox"/> Self-regulate behavior while working in groups <input type="checkbox"/> Interact responsibly with teacher and other students <input type="checkbox"/> Explain how the individuality of each student is honored in the classroom <input type="checkbox"/> Describe the teacher as fair and responsive to individual students 				
<p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify rules and procedures <input type="checkbox"/> Seek additional student input <input type="checkbox"/> Reorganize physical layout of the classroom 				
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Use crisp transitions from one activity to another
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Present unusual or intriguing information about the content

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Actions show students are motivated by the teacher
- ☐ Behaviors show students are inspired by the teacher
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Self-regulate engagement and engagement of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Vary engagement technique
- ☐ Reorganize groups
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ Vary resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or reengage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Establishing and Maintaining Effective Relationships in a Student Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Compliment students regarding academic and personal accomplishments
- ☐ When appropriate, use humor and/or playful dialogue with students
- ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.)
- ☐ Remain calm in response to inflammatory situations
- ☐ Interact with each student in the same calm and controlled fashion
- ☐ Remain objective and in control by not demonstrating personal offense at student misconduct

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Encourage students to share their thinking and perspectives
- ☐ Seek student input regarding classroom activities and culture
- ☐ Relate content-specific knowledge to personal aspects of students' lives
- ☐ Discuss with students about topics in which they are interested
- ☐ Discuss equity and individual needs of students
- ☐ Use student input and feedback to maintain an academic focus on rigor
- ☐ Build student interests into lessons (i.e. incorporate cultural connections)
- ☐ Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ Celebrate students' individual diversity, uniqueness, and cultural traditions

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Contribute to a positive classroom community through interactions with peers

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
 - ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
 - ☐ Respond positively to verbal interactions with the teacher
 - ☐ Respond positively to nonverbal interactions with the teacher
 - ☐ Readily share their perspectives and thinking with the teacher
 - ☐ Describe their teacher as respectful and responsive to the diverse needs of each student ☐
- Actions show students trust the teacher to advocate for them

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Seek additional input from students
 - ☐ Seek additional resources for self and students ☐
- Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Ask each student to examine the sources of their evidence

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Provide students with strategies to avoid negative thinking about one's thoughts and actions
- ☐ Ask questions of each student at the same rate and frequency
- ☐ Ask complex questions of each student that require conclusions at the same rate and frequency
- ☐ Rephrase questions for each student when they provide an incorrect answer
- ☐ Probe each student to provide evidence of their conclusions
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Probe each student to further explain their answers when they are incorrect
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Treat each other with respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Respond to difficult questions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ☐ Model teacher behaviors that show care and respect for each classmate
- ☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Modify questioning techniques and patterns
- ☐ Reorganize seating patterns and groups
- ☐ Reflect on student interactions and change teacher behaviors

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Adhering to School/District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

Example Teacher Evidence (Check all that apply)

- ☐ Performs assigned duties
- ☐ Fulfills responsibilities in a timely manner
- ☐ Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)
- ☐ Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
- ☐ Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.) ☐
- ☐ Demonstrates personal integrity and ethics
- ☐ Uses social media appropriately

Example Teacher Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Maintains confidentiality of colleagues, students, and families
- ☐ Advocates for equality for each student

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures <i>and</i> articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Example Teacher Evidence (Check all that apply)

- ☐ Participates in professional development opportunities
- ☐ Demonstrates content expertise and knowledge in the classroom
- ☐ Seeks mentorship from subject area experts
- ☐ Seeks mentorship from highly effective teachers
- ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrates a growth mindset and/or seeks feedback
- ☐ Implements a deliberate practice or professional growth plan
- ☐ Seeks innovative ways to improve student achievement
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses
- ☐ Uses formative and summative data to make instructional planning decisions
- ☐ Teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

Example Teacher Evidence – Equity, Access, SEL (Check all that apply)

- ☐ 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)
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies <i>and</i> provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

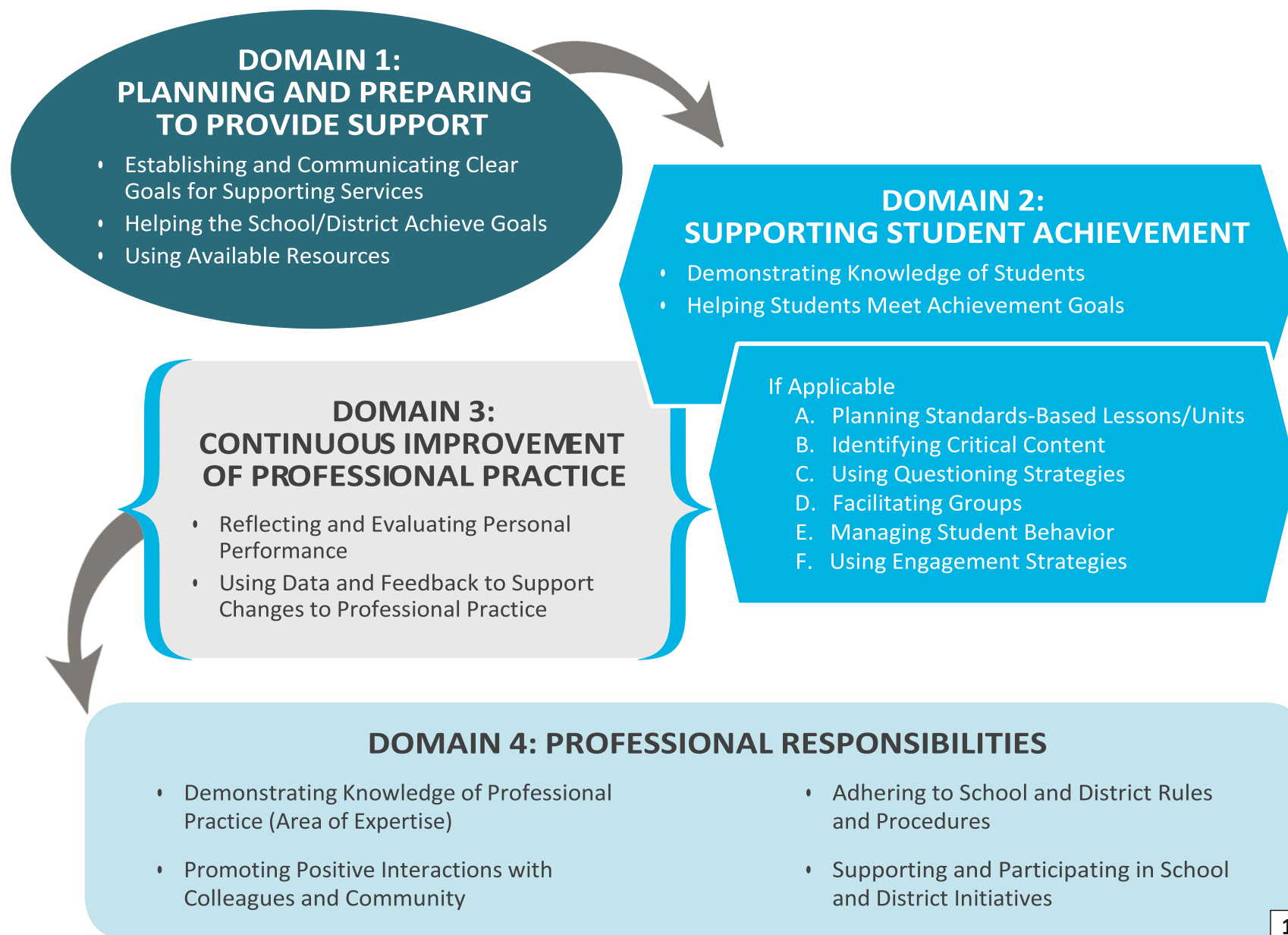
Example Teacher Evidence (Check all that apply)

- ☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Documents specific situations of mentoring other teachers
- ☐ Works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Promotes positive conversations and interactions with teachers and colleagues
- ☐ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Seeks a role and participates in Professional Learning Community meetings
- ☐ Serves as a student advocate in the classroom, school, and community
- ☐ Serves on school and district-level committees
- ☐ Works to achieve school and district improvement goals

Example Teacher Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Accesses available expertise and resources to support students' learning needs
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Participates in school and community activities as appropriate to support students and families

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration <i>and</i> provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.



1-877-411-7114

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

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DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					

If Applicable

Planning Standards-Based Lessons/Units					
Identifying Critical Content					
Using Questioning Strategies					
Facilitating Groups					
Managing Student Behavior					
Using Engagement Strategies					

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	0	1	2	3	4
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school
- ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals
- ☐ Communicates goals to appropriate school or district personnel
- ☐ References and updates goals and plan for support throughout the year
- ☐ Goals confirm knowledge consistent with professional area of responsibility
- ☐ Supporting services demonstrate knowledge of human growth and development
- ☐ Data are used in the planning and goal setting process
- ☐ Elicits input from school regarding needed services and support
- ☐ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services

Example Implementation Evidence (Check all that apply)

- ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district
- ☐ Explains how goals support and align with school and/or district goals.
- ☐ Explains how data were used to establish goals
- ☐ Explains how their actions and/or activities relate to the goals
- ☐ Artifacts support clear communication of goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district <i>and</i> monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Helping the School/District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Demonstrates knowledge of school/district goals
- ☐ Goals to provide services align with and support the school/district goals
- ☐ Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in committees, working with student groups, advising, etc.)
- ☐ Maintains accurate records of support provided that help the school/district achieve goals
- ☐ Provides accurate and relevant input to support the school/district

Example Implementation Evidence (Check all that apply)

- ☐ Artifacts reveal the instructional support member helped individual or groups of students achieve goals
- ☐ Artifacts reveal the instructional support member achieved goals to provide supporting services
- ☐ Artifacts confirm the instructional support member helped the school/district achieve goals
- ☐ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals <i>and</i> monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Using Available Resources
Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.
Desired Effect: The use of available resources provides supporting services to the school/district.
Example Instructional Support Member Evidence (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Resources are identified and reflected in planning documents <input type="checkbox"/> Resources are used to enhance the implementation of goals for supporting services <input type="checkbox"/> Technology resources are identified within plans, as appropriate, to support implementation of supporting services <input type="checkbox"/> Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals <input type="checkbox"/> Data are used as a resource when planning support <input type="checkbox"/> Resources are used appropriately to support the school/district <input type="checkbox"/> Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)
Example Implementation Evidence (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Identifies resources implemented within the school community that enhance supporting services <input type="checkbox"/> Artifacts show the use of available resources provided support for the school <input type="checkbox"/> Data substantiates the use of resources in implementing goals for support services and/or instructional activities <input type="checkbox"/> Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities <input type="checkbox"/> Artifacts demonstrate the use of technology enhanced supporting services

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district <i>and</i> monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Identifies students with unique needs
- ☐ Communicates expectation for each student to be successful
- ☐ Advocates for students who need accommodations and/or modifications to the curriculum
- ☐ Seeks appropriate services to help students with unique needs
- ☐ Identifies families to assist with learning how to plan and advocate for their student
- ☐ Collaborates with other school personnel to help students with unique needs to meet achievement goals
- ☐ Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds
- ☐ Extinguishes negative comments about students with unique needs, interests, and/or backgrounds
- ☐ Demonstrates knowledge of human growth and development
- ☐ Recognizes and addresses student needs and interests during interactions
- ☐ Identifies equity issues for students (when appropriate)
- ☐ Helps students learn how to become self-advocates

Example Implementation Evidence (Check all that apply)

- ☐ Provides appropriate services to help students with unique needs
- ☐ Assists families in learning to plan and advocate for their student
- ☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs
- ☐ Artifacts support identification of students who need special assistance
- ☐ Explains how accommodations and/or modifications help address the unique needs of students
- ☐ Artifacts demonstrate support of individual students to meet achievement goals
- ☐ Artifacts reveal that students receive appropriate modifications or accommodations
- ☐ Actively addresses equity issues for students (when appropriate)
- ☐ Students identify the instructional support member as one who advocates for them
- ☐ Artifacts demonstrate students act as self-advocates
- ☐ Explains how knowledge of the unique needs of students helps support students in achievement of their goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of the unique needs of students in the school/district.	Demonstrates knowledge of the unique needs of students in the school/district <i>and</i> monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Identifies students who need help meeting achievement goals
- ☐ Advocates for students who need assistance gaining access to critical curriculum
- ☐ Provides plans and/or artifacts of helping remove barriers for the benefit of students
- ☐ Assists families in learning how to plan and advocate for their student
- ☐ Assists families in learning to identify the barriers
- ☐ Collaborates with other school personnel to help students meet achievement goals
- ☐ Behaviors indicate value and respect for students who may have barriers to achieving goals
- ☐ Extinguishes negative comments about students who have barriers to achieving goals
- ☐ Sets high expectations for each student
- ☐ Communicates with families about how to help their students remove barriers

Example Implementation Evidence (Check all that apply)

- ☐ Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- ☐ Artifacts support identification of students who received help meeting their achievement goals
- ☐ Explains how removing barriers helped students meet achievement goals
- ☐ Explains how removing barriers helped individual students gain equal access to critical curriculum
- ☐ Artifacts reveal students have equal access to critical curriculum
- ☐ Students identify the instructional support member as one who advocates for them by helping remove barriers
- ☐ Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement <i>and</i> monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

If Applicable

A. Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence (Check all that apply)

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence (Check all that apply)

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning <i>and</i> provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

B. Identifying Critical Content

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☞ Begins the lesson or activity by explaining why upcoming content is important
- ☞ Accurately identifies critical content
- ☞ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- ☞ Cues the importance of upcoming content in some direct and/or indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement
 - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired

effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. Check all that apply.)

- ☞ Describe the level of importance of the content addressed in the lesson or activity
- ☞ Explain why it is important to pay attention to the content
- ☞ Body language and other visible behaviors indicate students pay attention to the critical content

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence.

C. Using Questioning Strategies

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Asks detail questions
- ☐ Asks category questions
- ☐ Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Asks students to provide evidence (e.g. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Models the process of using evidence to support elaboration
- ☐ Models processes and proficiencies to support mathematical elaboration
- ☐ Models implementation of appropriate wait time when questioning

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. Check all that apply.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

D. Facilitating Groups

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Establishes routines for student grouping and interaction for the expressed purpose of processing content
 - ☐ Provides guidance regarding group interactions and critiquing the reasoning of others
 - ☐ Provides guidance on one or more cognitive skills appropriate for the lesson
 - ☐ Utilizes assignments or tasks at the appropriate taxonomy level of content
 - ☐ Provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
 - ☐ Organizes students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity) ☐
- Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

E. Managing Student Behavior

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Involves students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teaches student self-regulation strategies
- ☐ Uses classroom meetings to review and process rules and procedures to ensure equity ☐ Reminds students of rules and procedures
- ☐ Asks students to restate or explain rules and procedures
- ☐ Provides cues or signals when a rule or procedure should be used
- ☐ Physically occupies all quadrants of the room
- ☐ Scans the entire room, making eye contact with each student
- ☐ Recognizes potential sources of disruption and deal with them immediately
- ☐ Proactively addresses inflammatory situations
- ☐ Consistently exhibits “withitness” behaviors
- ☐ Recognizes and/or acknowledge students or groups who follow rules and procedures
- ☐ Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures ☐ Move purposefully about the classroom and efficiently access materials

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

F. Using Engagement Strategies

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Takes action or uses specific strategies to re-engage students ☐
- ☐ Uses academic games
- ☐ Manages response rates
- ☐ Uses physical movement
- ☐ Maintains a lively pace
- ☐ Uses crisp transitions from one activity to another
- ☐ Demonstrates intensity and enthusiasm for the content
- ☐ Uses friendly controversy
- ☐ Provides opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Self-regulate engagement and engagement of peers
- ☐ Actions show students are motivated by the teacher
- ☐ Behaviors show students are inspired by the teacher
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Uses a reflection process for analysis of specific strengths and weaknesses
- ☐ Keeps track of specifically identified focus areas for improvement
- ☐ Identifies and keeps track of specific areas identified based on individual interest
- ☐ Describes how specific areas for improvement are identified
- ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility
- ☐ Provides a written analysis of specific causes of success or difficulty
- ☐ Explains the differential effects of specific strategies and behaviors that yield results
- ☐ Exhibits characteristics of a growth mindset

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors <i>and</i> identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Identifies the data and feedback used to develop a professional growth plan
- ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence
- ☐ Charts progress toward professional growth plan goals and supports by evidence
- ☐ Seeks mentorship from experts in area of professional responsibility
- ☐ Seeks innovative ways to improve professional practice

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress <i>and</i> demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Participates in professional development opportunities
- ☐ Demonstrates knowledge of processes and protocols associated with professional area of expertise
- ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise
- ☐ Keeps record of specific situations during which he/she mentored other instructional support members
- ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
- ☐ Leads or facilitates professional development activities
- ☐ Disseminates information in an accurate manner
- ☐ Provides accessibility for professional services to students and school
- ☐ Describes specific situations in which he/she has mentored colleagues to share expertise
- ☐ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise <i>and</i> is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Promoting Positive Interactions with Colleagues and the Community
Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.
Desired Effect: Positive relationships result in support for learning.
Example Instructional Support Member Evidence (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Works cooperatively with appropriate colleagues to address issues that impact the school <input type="checkbox"/> Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust <input type="checkbox"/> Accesses available expertise and resources to support the school <input type="checkbox"/> Describes situations in which he/she interacts positively with colleagues to promote and support learning <input type="checkbox"/> Describes situations in which he/she helped extinguish negative conversations about other colleagues <input type="checkbox"/> Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust <input type="checkbox"/> Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns <input type="checkbox"/> Encourages parent involvement in classroom and school activities <input type="checkbox"/> Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families <input type="checkbox"/> Uses multiple means and modalities to communicate with families <input type="checkbox"/> Responds to requests for support, and/or assistance promptly <input type="checkbox"/> Respects and maintains confidentiality of student/family information <input type="checkbox"/> Describes instances when he/she interacted positively with students, parents, and/or the community <input type="checkbox"/> Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community <input type="checkbox"/> Participates as an active member of a Professional Learning Community <input type="checkbox"/> Collaborates with the school community

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning <i>and</i> result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Adhering to School and District Policies and Procedures

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Performs assigned duties
- ☐ Follows policies, regulations, and procedures
- ☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records)
- ☐ Fulfills responsibilities in a timely manner
- ☐ Demonstrates understanding of legal issues related to students and families ☐
- ☐ Demonstrates personal integrity
- ☐ Ensures privacy and confidentiality
- ☐ Documents specific situations in which he/she adheres to rules and procedures
- ☐ Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules <i>and</i> self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Supporting and Participating in School and District Initiatives

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

Example Instructional Support Member Evidence (Check all that apply)

☐ Participates in school activities and events as appropriate to support students and the school community
☐ Serves on school and district committees
☐ Participates in professional development opportunities
☐ Works to achieve school and district improvement goals
☐ Provides record of specific situations in which he/she has participated in school and/or district initiatives ☐ Describes or shows evidence of participation in school and/or district initiatives ☐ Exhibits characteristics of a growth mindset

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility <i>and</i> actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.