School District of

Santa Rosa County

SANTA ROSA
COUNTY DISTRICT SCHOOLS

Instructional Personnel Evaluation System

Dr. Karen Barber, Superintendent

BJ Price, Director of
Human Resources
Updated April 2022

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

> Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

Table of Contents

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

To complete the revision of the Instructional Evaluation System the Santa Rosa County District Schools appointed a committee of teachers and administrators. This committee included:

Bonni Billings, ESE Elementary Teacher, Holley Navarre Primary School
Susan Crawford, English Teacher, Central School
Dustin Coleman, Deputy Director, Exceptional Student Education
David Godwin, Mathematics Teacher, Pace High School
Alanna Langham, Elementary Intervention Teacher, W.H. Rhodes Elementary School
Josh McGrew, Principal, Oriole Beach Elementary School
BJ Price, Director, Human Resources
Dr. Tonya Shepherd, Principal, Avalon Middle School
Kasie Windfelder, Principal, Navarre High School

Philosophy
The purpose of the teacher evaluation system is to improve student learning and to guide professional development for teachers. In selecting the Marzano Focused Teacher Evaluation Model over other options, Santa Rosa District Schools preferred the focus on classroom strategies and behavior and to utilize the most current educational research. This approach best fits the philosophy of the Santa Rosa County District School system. In this model more than 75% of the section of the evaluation the administrator completes on the teacher focuses on what happens in the classroom. In addition to a framework for Classroom Teachers, there is a framework for Non-Classroom Instructional Support Personnel. The framework for Classroom Teachers comprises 23 elements into four domains: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities. The framework for Non-Classroom Based Instructional Support Personnel comprises 11 core Elements and six optional Elements within four Domains: Planning and Preparing to Provide Support, Supporting Student Achievement, Continuous Improvement of Professional Practice, and Responsibilities. (See Appendices B and C.)

Teacher Levels
Instructional Personnel are observed four times throughout the school year by their evaluating administrator(s). The types of observations (formal and informal) are determined by their instructional level, which is based on experience and previous performance. Formal observations last 30-45 minutes and are scheduled in advance with the teacher and include a planning (pre-observation) and reflection (post-observation) conference. For purposes of grouping teachers together so the observation process is as efficient as possible, Santa Rosa County District School has divided its teachers into one of four levels. Instructional personnel must have the minimum number of Effective or Highly Effective overall evaluation ratings to move from one IP level to the next. If an instructor, regardless of IP level, receives a Needs Improvement or Unsatisfactory Evaluation rating, he/she will be placed on Professional Improvement Plan and is not eligible to move forward in the Instructional Level system. Failure to satisfactorily complete the Professional Improvement Plan may result in termination of the employee. Any IP Level IV instructor who receives a Needs Improvement or Unsatisfactory

overall evaluation rating will be required to have a formal observation for the current year regardless of their certificate renewal date.

Instructional Personnel I – Beginning teachers in their first year of teaching, teachers with a break in service, and any veteran teacher new to Santa Rosa County District Schools; these teachers will be formally observed once in the fall and once in the spring and an overall evaluation will be given near the end of each semester.

Instructional Personnel II – Teachers in the second and third year of teaching with an effective or highly effective evaluation; teachers will receive two formal observations (one in the fall and one in the spring) and an overall evaluation in the spring.

Instructional Personnel III – Teachers in the fourth through ninth year of teaching with an effective or highly effective evaluation; these teachers will be formally observed once during the school year and receive an overall evaluation in the spring.

Instructional Personnel IV – Teachers with more than nine years of teaching with an effective or highly effective evaluation; these teachers do not have to be formally observed during a school year unless their certificate is up for renewal. During that year, they will receive one formal observation. These teachers receive an overall evaluation in the spring. IP IV instructors that do not require a formal observation will have their overall observation scores based upon the informal observations conducted during the current school year.

Observations
It is the philosophy of the Santa Rosa County District Schools that school administrators should be proactive in their approach to teacher observations and interactions. Administrators should spend as much time as possible in the classrooms observing teachers interacting with students. To enable the administrator to manage the observation process in an efficient effective manner, the observation tool will be digitized, and the administrator should use this format of recording observations electronically. Each teacher will be observed and evaluated by their school principal unless the principal delegates that responsibility to an assistant principal. If the principal does delegate this responsibility the principal will still be responsible for reviewing the evaluation before it is finalized.
An administrator's marks must be based on what the administrator witnesses during a formal or informal observation or during conferences.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

- ➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- ➢ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- ➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- ➢ The evaluator must discuss the written evaluation report with the employee.
- ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ➢ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- ➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

- ➢ Planning of professional development; and
- ➢ Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

- ➢ Receive two consecutive unsatisfactory evaluation ratings; or
- ➢ Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

- ➢ Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- ➢ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
- ➢ Evaluators provide necessary and timely feedback to employees being evaluated;
- ➢ Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- ➢ Use of evaluation data to identify individual professional development; and,
- ➢ Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	During Pre-Planning	School/District Administrators conduct overview trainings to refresh / update teachers on the observation and evaluation process. The School District and Human Resources Department maintain webpages with information to be accessed at any time.
Newly Hired Classroom Teachers	New Employee Orientation	Face-to-face training and online training opportunities
Late Hires	New Employee Orientation / Within first two weeks of employment	Face-to-face training and online training opportunities

2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	4	One per quarter	Electronically, after each observation within 48 hours. Formal observations also require a reflection

			meeting.
Hired after the beginning of the school year	1 per quarter	Each quarter	Electronically, after each observation within 48 hours. Formal observations also require a reflection meeting.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	4	One per quarter	Electronically, after each observation within 48 hours. Formal observations also require a reflection meeting.
Hired after the beginning of the school year	1 per quarter	Each quarter	Electronically, after each observation within 48 hours. Formal observations also require a reflection meeting.

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	May – final FEAPS data (observation scores)	Overall evaluation data is given at the beginning of the following school year after student performance, Learning Plan, and stakeholder survey data is received and calculated for the final evaluation score.
Hired after the beginning of the school year	1 (if worked at least 45 days)	May – final FEAPS data (observation scores)	Overall evaluation data is given at the beginning of the following school year after student performance, Learning Plan, and stakeholder survey data is received and calculated for the final evaluation score.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	December – first semester FEAPS data (observation scores) and student performance scores May – final FEAPS data (observation scores)	• First Semester Evaluation results are completed and communicated in early January. The administrator reviews and takes into account student performance on classroom and progress monitoring assessments when completing the First Semester Evaluation. • Final FEAPS data is given in May prior to the end of the school year. • Overall evaluation data is given at the beginning of the following school year

			after student performance, Learning Plan, and stakeholder survey data is received and calculated for the final evaluation score.
Hired after the beginning of the school year	1 per semester worked (if worked at least 45 days)	December (if necessary) – first semester FEAPS data (observation scores) and student performance scores May – final FEAPS data (observation scores)	• First Semester Evaluation results are completed and communicated in late December or early January. The administrator reviews and takes into account student performance on classroom and progress monitoring assessments when completing the First Semester Evaluation. • Final FEAPS data is given in May prior to the end of the school year. • Overall evaluation data is given at the beginning of the following school year after student performance, Learning Plan, and stakeholder survey data is received and calculated for the final evaluation score.

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In <u>Santa Rosa County</u>, instructional practice accounts for <u>55%</u> of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

As noted in the Guidelines and Timeline above, 35% of the instructional practice rating for teachers is based upon the average of scores gathered from observations throughout the school year. All observations are documented and scored within the iObservation system provided by the Marzano Evaluation Center. Evaluators provide scores for the observed Elements from the Marzano Focused Teacher Evaluation framework during the observation. The highest score received for each Element is carried over into the average for that Domain. Each Domain has an assigned weight based upon the research-based impact on student achievement. The scores and weights are automatically calculated as scores are updated so that both the teacher and the evaluator know the running score at all times. There is no penalty for having Elements with no scores. The Domain averages adjust based upon the number of elements within that do have scores.

Classroom Teachers:
Standards-Based Planning - 13%
Standards-Based Instruction - 44%
Conditions for Learning - 30%
Professional Responsibilities - 13%

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

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

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

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

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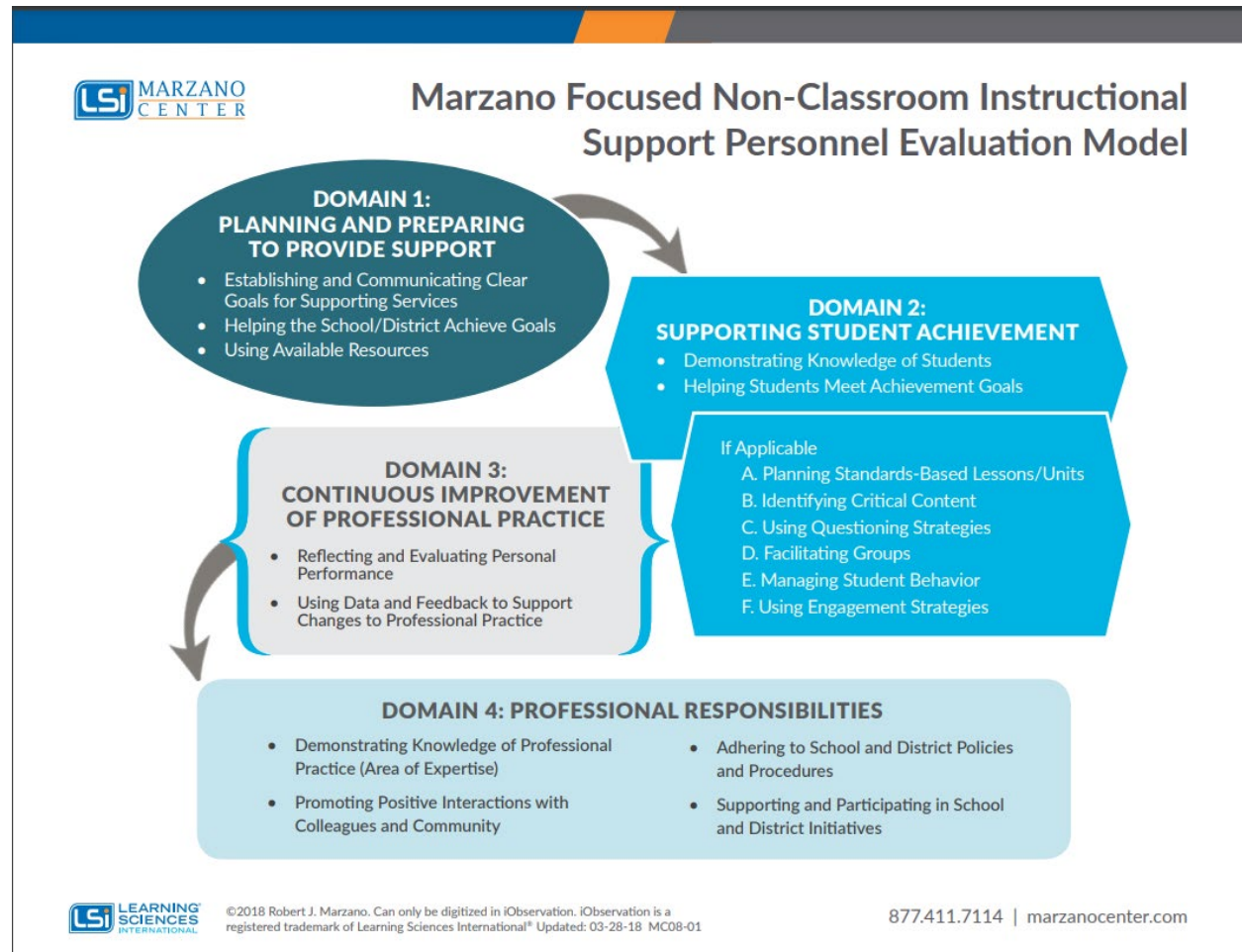
877.411.7114 | marzanocenter.com

Instructional Support Teachers:
Planning and Preparing to Provide Support - 20%
Supporting Student Achievement - 30%
Continuous Improvement of Professional Practice - 20%
Professional Responsibilities - 30%

The remaining 20% is based off a Learning Plan written by the educator. These plans are initiated by the end of the first quarter of the school year. The administrator will evaluate the Learning Plan based on a well-written goal statement for professional growth in a specific area, completion and documentation of professional learning in this area, and use of practices in the classroom to improve teacher performance. This section of the evaluation should be completed by the end of each school year. Best practice is that the Learning Plan be individualized for specific growth of the individual teacher.

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In <u>Santa Rosa County</u>, other indicators of performance account for <u>10%</u> of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

<u>Surveys:</u> (Counts as 10% of the overall Instructional Evaluation Rating)
This section will include two surveys – Parent and Student. These surveys will be conducted near the end of each school year. The school wide results from the end of the year survey will be used on the teacher evaluation. In these surveys, the parents and the students will answer questions concerning their school. In order to address the reading comprehension level of the students, the student surveys will be divided into three levels: Elementary and Middle, High. A copy of each survey is included below. Each survey will count 5% of the teacher evaluation for a total of 10% of the overall evaluation. These surveys were constructed with the help of EducatorReady, a division of the Studer Group. The Studer Group is also responsible for conducting the surveys and providing the results. Their consultants will also provide feedback and discussion with district level administrators regarding survey results. The data from the end of the year surveys should be available by June 10 of each school year.

Head Start and Pre-K students will not complete a student survey. Teachers of these students will count parent survey results as 10% of their evaluation. The parents of students at Santa Rosa Adult School and Locklin Technical Center will not complete surveys. Teachers of these students will count student survey results as 10% of their evaluation.

The Studer Group's research with surveys is based on a 5.0 scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. The Studer Group believes changing the scale would not support the research conducted on surveys. The state of Florida's evaluation system is based on a 4.0 scale: 1= <u>Highly Effective</u>, 2=<u>Effective</u>, 3= <u>Needs Improvement</u>, 4= <u>Unsatisfactory</u>. In order to use the results of the Studer surveys (student and parent) we will use the following conversion scale.

<u>Studer Group School Wide Survey Results</u>	<u>Evaluation Score</u>
4.00 – 5.00	Highly Effective (4.0)
2.75 - 3.99	Effective (3.0)
2.00 – 2.74	Needs Improvement (2.0)
Below 2.00	Unsatisfactory (1.0)

Parent and Student Surveys:

Santa Rosa County District Schools

Parent Survey

This survey will count as 5% of the annual evaluation of teachers and administrators in this school. (10% for T.R. Jackson Pre-K Center)

Respond to each of the following statements using the following scale:

Strongly Agree (5)
Agree (4)
Neutral (3)
Disagree (2)
Strongly Disagree (1)

1. My child's learning is a high priority at this school.

2. School rules/discipline plans are enforced consistently at this school.

3. I regularly receive feedback from school staff on how well my child is learning.

4. My family is treated with respect at this school.

5. My child has every opportunity to be successful at this school.

6. My child has the necessary classroom supplies and equipment for effective learning.

7. I would recommend this school to other parents.

8. This school provides a safe environment for my child to learn.

9. My child is recognized for good work and behavior at this school.

10. The school is clean and well maintained.

11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.

12. I receive positive phone calls or notes about my child from the school.

13. I am proud to say I have a student at this school.

14. The principal at this school is an effective leader.

15. The principal at this school is approachable and reachable.

16. The Superintendent of the Santa Rosa County School District is an effective leader.

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17. The Superintendent of Santa Rosa County School District makes decisions that are in the best interest of children of the School District.

18. The school provides materials and training to help parents and guardians work with their children to improve their children's achievement.

19. I receive information about the quality of my child's teachers.

20. I receive information about my child's academic progress in school (report cards, test results, progress reports, etc.)

21. I feel the special areas (art, music, and P.E.) available at my child's school help make my child's educational experience more well-rounded.

22. I receive information about the progress of my child's school (the yearly progress review including grade and Adequate Yearly Progress report, etc.).

23. I receive information about the school's parent/guardian involvement policy.

24. Information in the *Santa Rosa County District School's Family Guide* helps me understand my child's school work.

25. I have opportunities for involvement at my child's school.

26. My child has elective opportunities that promote career readiness.

27. My child has opportunities to participate in programs that promote success after graduation.

Elementary Schools (excluding Gulf Breeze Elementary) and King Middle School only.

28. Signing a parent/guardian "compact" (agreement) helps me understand the responsibility that I accept as a parent/guardian to help educate my child.

Open Ended Questions

1. What is working well at your child's school?

2. Is there anything that could be improved at your child's school?

3. Is there anyone at your child's school that you want to recognize for good work?

Elementary Student Survey

Studer Education
A HURON SOLUTION

Elementary School Student Engagement Survey
[Grades K – 5]

School Name: _____

We need your help. Choose the face or number response that best describes how you feel about your school.

	😦	🙁	😐	🙂	😁
1. Learning is important at my school.	①	②	③	④	⑤
2. I enjoy art, music and P.E.	①	②	③	④	⑤
3. My teacher cares about me.	①	②	③	④	⑤
4. I feel safe at my school.	①	②	③	④	⑤
5. School rules are fair.	①	②	③	④	⑤
6. My school is clean.	①	②	③	④	⑤
7. My principal is a good leader.	①	②	③	④	⑤
8. I feel safe on the bus (only answer if you ride the bus).	①	②	③	④	⑤
9. There is healthy food for me to eat at lunch.	①	②	③	④	⑤
10. When I have a problem, I know how to get help.	①	②	③	④	⑤
11. I set learning goals and track my progress.	①	②	③	④	⑤
12. My teachers challenge me to think.	①	②	③	④	⑤
13. My teachers ask me how I learn best.	①	②	③	④	⑤
14. My teachers recognize me for good work and behavior.	①	②	③	④	⑤
15. Students are nice to each other at my school.	①	②	③	④	⑤
16. I like going to my school each day.	①	②	③	④	⑤
17. Learning is fun at my school.	①	②	③	④	⑤

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

Middle School Student Survey

Studer Education
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Middle School Student Engagement Survey
[Grades 6 – 8]

Take a few minutes to carefully respond to each of the items on this survey. The survey is intended to measure your perception of how well your school is providing a positive learning environment for all students.

Name of your school: _____

Please choose the best response.	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree
1. Learning is important at my school.	①	②	③	④	⑤
2. I enjoy art, music and P.E.	①	②	③	④	⑤
3. My teacher cares about me.	①	②	③	④	⑤
4. I feel safe at my school.	①	②	③	④	⑤
5. School rules are fair.	①	②	③	④	⑤
6. My school is clean.	①	②	③	④	⑤
7. My principal is a good leader.	①	②	③	④	⑤
8. I feel safe on the bus (only answer if you ride the bus).	①	②	③	④	⑤
9. There are healthy food choices for me to eat at lunch.	①	②	③	④	⑤
10. When I have a problem, I know how to get help.	①	②	③	④	⑤
11. I set learning goals and track my progress.	①	②	③	④	⑤
12. My teachers challenge me to think.	①	②	③	④	⑤
13. My teachers ask me how I learn best.	①	②	③	④	⑤
14. My teachers recognize me for good work and behavior.	①	②	③	④	⑤
15. Students show respect for each other at this school.	①	②	③	④	⑤
16. I like going to my school each day.	①	②	③	④	⑤
17. Learning is fun at my school.	①	②	③	④	⑤

High School Student Survey

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High School Student Engagement Survey
[Grades 9 – 12]

Take a few minutes to carefully respond to each of the items on this survey. The survey is intended to measure your perception of how well your school is providing a positive learning environment for all students.

Name of your school: _____

Please choose the best response.	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree
1. My learning is important at my school.	①	②	③	④	⑤
2. Special area classes such as art, music and P.E. add to my school experience.	①	②	③	④	⑤
3. The teachers, staff, and administrators at my school demonstrate genuine concern for me.	①	②	③	④	⑤
4. I feel safe at school.	①	②	③	④	⑤
5. School rules/disciplines plans are enforced consistently at my school.	①	②	③	④	⑤
6. My school is clean and well maintained.	①	②	③	④	⑤
7. The principal at my school is an effective leader.	①	②	③	④	⑤
8. I feel safe on the bus (only answer if you ride the bus).	①	②	③	④	⑤
9. I am satisfied with the healthy food choices provided by Food Services.	①	②	③	④	⑤
10. When I have a problem, I know how to get help.	①	②	③	④	⑤
11. I set learning goals and track my progress.	①	②	③	④	⑤
12. My teachers challenge me to think.	①	②	③	④	⑤
13. My teachers ask me how I learn best.	①	②	③	④	⑤
14. I am recognized for good work and behavior at my school.	①	②	③	④	⑤
15. Students at this school are respectful of each other.	①	②	③	④	⑤
16. I would recommend my school to others.	①	②	③	④	⑤
17. My family is treated with respect at my school.	①	②	③	④	⑤
18. I regularly receive feedback from school staff about my academic progress.	①	②	③	④	⑤
19. I have opportunities to be successful at my school.	①	②	③	④	⑤

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Santa Rosa County, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Student Performance
This section will count 35% of the total teacher evaluation. This section will be completed as soon as the data has been received and appropriately processed. The assessments and assignment of assessment scores reflect the current legislative requirements based upon the students that teachers serve with regard to their instructional assignment. An employee's assignment is identified by a job code. Each job code is classified as receiving a "C" for Class wide Score (these instructors have a student roster indicating the specific students that will count as part of their student performance score), "S" for Schoolwide Score, or "D" for District-wide score for calculating the instructor's student performance score. Each job code is further identified by type regarding the instructional services they provide, and which students count as part of the instructor's student performance score. The types of instructional; assignments are as follows:

Direct: An assessment is tied directly to a course. For example, a student is in a reading course and takes the end of year assessment. The instructor serves as the primary instructor responsible for the course standards. The student academic performance data used in this instructor's student performance evaluation data is limited to the students assigned to the instructor.

Student Support Instructors: This includes instructors that provide academic support for specific students within a course but are not the responsible instructor. The student academic performance data used in this instructor's student performance evaluation data is limited to the students assigned to the instructor.

School Wide: This includes instructional staff that serve/impact the entire student population and/or serve as program facilitators for the school. The data used is based upon all school academic performance data that have been approved and are appropriate for the assignment.

District: This includes instructional staff that serve/impact the entire district student population and/or serve as program facilitators for the district. The data used is based

upon all school academic performance data that have been approved and are appropriate for the assignment.

Each course assigned to an instructor will have an associated assessment. For all courses, a local End of Course or End of Year assessment will be developed/determined. All students scheduled for a course will take the assessment associated with the course. Each student will receive an assessment "Raw Score" which will utilize a conversion scale that has been developed based upon specific content that will return a "Scaled Score" of a 1, 2, 3 or 4. (**See Appendix D.)**

Students who are identified due to special considerations such as SWD (Students with Disabilities), ELL (English Language Learners), or students at alternative schools that take local end of course or end of year exams will use an alternate conversion scale to return a scale score of 1, 2, 3 or 4. Each student's scaled score will be used as part of the teacher's student performance score unless they have been removed from the Roster Verification Tool due to failure to meet the following minimum attendance requirements:

For a year-long course: The student must be present for both Survey 2 & 3 in the same instructor's course and be membership (enrolled) in the class for a minimum of 90% of the number of days the course/section is scheduled to meet and have less than 10 days of absences during each semester. A teacher may remove up to 30% of their enrolled students.

For semester courses: the student must be in membership (enrolled) during the FTE Survey period of the course and a minimum of 90% of the number of days a course/section is scheduled to meet and have less than 10 days of absences during the semester. A teacher may remove up to 30% of their enrolled students.

*It is the responsibility of the instructor to complete the RVT process and determine which students will be included in their evaluation. This is not a task to be completed by administration or any other designee.

Once students receive a converted scale score, each student's score for a specific instructor's course will be added together. The sum of the student's scores which are associated with an instructor will be divided by the total number of student scores included in the sum. Scores will be pulled from the two prior academic years and an average will be calculated for the three years of data. The result will equate to the instructor's overall student performance score. The instructor's overall student performance score will count as 35% of the instructor's overall evaluation score.

If an instructor has fewer than ten (10) students, their student performance score will be either classroom or schoolwide, whichever is greater.

Appendix D provides a list of Student Academic Performance Measures utilized in the calculation of student performance.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The summative evaluation is comprised of four categories that each count a percentage of the overall evaluation score.

- **FEAPS Score** (component of the Instructional Practice Score)**:** This score is calculated based on observation data. Instructional staff receive a 1-4 score in each element of the Marzano FTEM framework. SRCSD calculates the average based on the highest score in each element and dividing by the total number of elements. This score is weighted 35% of the overall evaluation score.
- **Learning Plan** (component of the Instructional Practice Score)**:** This score is based on a plan the teacher designs to grow in an instructional practice. The plan is developed based on student performance, school, district, or teacher need, and teacher self-assessment. After developing the plan, an administrator reviews and approves it and the teacher will participate in professional development and deliberate practice to grow in the area(s) specified in the plan. At the end of the school year, the administrator assigns a score (1-4) based a targeted area for growth, well-written goal statement, and professional development and deliberate practice completed to meet the goal(s). This score is weighted 20% of the overall evaluation score.
- **Student Performance:** This score is calculated based on assessments specifically designated by class/grade level according to Appendix D. A raw score (1-4) is assigned to each student's test based on the scales also found in Appendix D. An instructor's student performance score is calculated by totaling the raw scores and dividing by the number of students for an average score. Scores will be pulled from the two prior academic years and an average will be calculated for the three years of data. This score is weighted 35% of the overall evaluation score.
- **Stakeholder Surveys:** This score is based on a parent/caregiver survey and student survey taken in the spring of each year. Instructional staff receive a score (1-4) based on the school-wide average for each survey. Student surveys count 5% of the overall score and parent/caregiver surveys count 5% of the overall score.
  - Locklin Technical College and Santa Rosa Adult School student surveys count 10% of the overall score.
  - TR Jackson Pre-K Center parent/caregiver surveys count 10% of the overall score.
- For the overall calculation of the summative rating, each category score is multiplied by the associated percentage weight for that category and the sum is calculated. Each instructional staff member will receive an overall score between 1-4. The summative rating is assigned based on the scale below.
  - Highly Effective: 3.25 to 4.0
  - Effective: 2.5 to 3.24
  - Needs Improvement/Developing: 2.49 to 1.75
  - Unsatisfactory: 1.74 and below

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Example of how a second grade teacher can earn a highly effective summative performance rating: The teacher can achieve a FEAPS score of 4 (Innovating), a Learning Plan score of 4, a Student Performance score of 3 based on the average of student performance scores on the local EoY assessment, a Student Survey score of 4, and a Parent/Caregiver Survey score of 4.
- FEAPS: $4 \times 0.35 = 1.4$
- Learning Plan: $4 \times 0.20 = 0.8$
- Student Performance: $3 \times 0.35 = 1.05$
- Parent/Caregiver Survey: $4 \times 0.05 = 0.2$
- Student Survey: $4 \times 0.05 = 0.2$

- Total Score: $1.4 + 0.8 + 1.05 + 0.2 + 0.2 = 3.65$ (Highly Effective)

Example of how a second grade teacher can earn an unsatisfactory summative performance rating: The teacher can achieve a FEAPS score of 2 (Developing), a Learning Plan score of 1, a Student Performance score of 1 based on the average of student performance scores on the local EoY assessment, a Student Survey score of 3, and a Parent/Caregiver Survey score of 3.
- FEAPS: $2 \times 0.35 = 0.7$
- Learning Plan: $1 \times 0.20 = 0.2$
- Student Performance: $1 \times 0.35 = 0.35$
- Parent/Caregiver Survey: $3 \times 0.05 = 0.15$
- Student Survey: $3 \times 0.05 = 0.15$

- Total Score: $0.7 + 0.2 + 0.35 + 0.15 + 0.15 = 1.55$ (Unsatisfactory)

Example of how a ninth grade ELA teacher can earn a highly effective summative performance rating: The teacher can achieve a FEAPS score of 4 (Innovating), a Learning Plan score of 4, a Student Performance score of 3 based on the average of student performance scores on the semester exams for the classes, a Student Survey score of 4, and a Parent/Caregiver Survey score of 4.
- FEAPS: $4 \times 0.35 = 1.4$
- Learning Plan: $4 \times 0.20 = 0.8$
- Student Performance: $3 \times 0.35 = 1.05$
- Parent/Caregiver Survey: $4 \times 0.05 = 0.2$
- Student Survey: $4 \times 0.05 = 0.2$

- Total Score: $1.4 + 0.8 + 1.05 + 0.2 + 0.2 = 3.65$ (Highly Effective)

Example of how a ninth grade ELA teacher can earn an unsatisfactory summative performance rating: The teacher can achieve a FEAPS score of 2 (Developing), a Learning Plan score of 1, a Student Performance score of 1 based on the average of student performance scores on the semester exams for the classes, a Student Survey score of 3, and a Parent/Caregiver Survey score of 3.

- FEAPS: 2 x 0.35 = 0.7
- Learning Plan: 1 x 0.20 = 0.2
- Student Performance: 1 x 0.35 = 0.35
- Parent/Caregiver Survey: 3 x 0.05 = 0.15
- Student Survey: 3 x 0.05 = 0.15

- Total Score: 0.7 + 0.2 + 0.35 + 0.15 + 0.15 = 1.55 (Unsatisfactory)

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAPs).

Alignment to the Florida Educator Accomplished Practices	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Identifying Critical Content from the Standards
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Planning Standards Based Lessons/Units, Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Reviewing Content
c. Designs instruction for students to achieve mastery;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Identifying Critical Content from the Standards
d. Selects appropriate formative assessments to monitor learning;	Planning to Close the Achievement Gap Using Data, Using Formative Assessment to Track Progress, Providing Feedback and Celebrating Success
e. Uses diagnostic student data to plan lessons; and,	Planning to Close the Achievement Gap Using Data, Using

	Formative Assessment to Track Progress, Providing Feedback and Celebrating Success
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	All Elements from Domains 1, 2, & 3

2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Establishing and Acknowledging Adherence to Rules and Procedures, Using Engagement Strategies, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
b. Manages individual and class behaviors through a well-planned management system;	Establishing and Acknowledging Adherence to Rules and Procedures, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
c. Conveys high expectations to all students;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Communicating High Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural linguistic and family background;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap

e. Models clear, acceptable oral and written communication skills;	Planning Standards Based Lessons/Units; Identifying Critical Content from the Standards; Using Questions to Help Students Elaborate on Content; Helping Students Practice Skills, Strategies, and Processes; Helping Students Examine Their Reasoning; Helping Students Engage in Cognitively Complex Tasks; Providing Feedback and Celebrating Success; Establishing and Acknowledging Adherence to Rules and Procedures; Promoting Teacher Leadership and Collaboration
f. Maintains a climate of openness, inquiry, fairness and support;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
g. Integrates current information and communication technologies;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Helping Students Examine Similarities and Differences
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using

	Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap

3. Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Identifying Critical Content from the Standards, Organizing Students to Interact with Content, Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Planning Standards Based Lessons/Units, Aligning Resources to Standards; 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 Their Knowledge; Helping Students Engage in Cognitively Complex Tasks; Organizing Students to Interact with Content; Using Engagement Strategies
c. Identify gaps in students' subject matter knowledge;	Planning Standards Based Lessons/Units; Identifying Critical Content from the Standards; Planning to Close the Achievement Gap Using Data; Using Questions to Help Students Elaborate on Content; Helping Students Practice Skills, Strategies, and Processes; Helping Students Examine Their Reasoning; Using Formative Assessments to Track Progress; Providing Feedback and Celebrating Success
d. Modify instruction to respond to preconceptions or misconceptions;	Monitoring for all Elements in Domain 2
e. Relate and integrate the subject matter with other disciplines and life experiences;	Planning Standards Based Lessons/Units
f. Employ higher-order questioning techniques;	Using Questions to Help Students Elaborate on Content, Helping Students Examine Their Reasoning, Helping Students Revise Their Knowledge, Helping Students Engage in

	Cognitively Complex Tasks
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Planning Standards Based Lessons/Units, Aligning Resources to Standards
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Formative Assessment to Track Progress, Providing Feedback and Celebrating Success, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap, Monitoring for all Elements in Domain 2
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Planning Standards Based Lessons/Units, Aligning Resources to

	Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Formative Assessment to Track Progress, Providing Feedback and Celebrating Success, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each

	Student to Close the Achievement Gap
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap, Promoting Teacher Leadership and Collaboration

f. Applies technology to organize and integrate assessment information.	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	Maintaining Expertise in Content and Pedagogy
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	Maintaining Expertise in Content and Pedagogy
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Planning Standards Based Lessons/Units, Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Adhering to School/District Policies and Procedures, Promoting Teacher Leadership and Collaboration

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

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					

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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)

- 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)

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 *and* 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 *and* the impacts on student learning.

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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.

Planning Evidence (Check all that apply)

- ☐ 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
- ☐ Plans integrate a variety of text types (structures)
- ☐ Plans incorporate nonfiction text
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ 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)
- ☐ 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

Example Implementation Evidence (Check all that apply)

- ☐ Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- ☐ Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- ☐ 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
- ☐ Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- ☐ Planned resources include those specific to students' culture
- ☐ 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)

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 standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and 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 specify accommodations and/or adaptations for individual EL or groups of students
- ☐ Plans specify accommodations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- ☐ 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 include potential instructional adjustments that could be made based on student evidence/data
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ 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.)
- ☐ 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

Example Implementation Evidence (Check all that apply)

- ☐ 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 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 for students who appear to have little support for schooling
- ☐ 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)

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 and provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress 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, socio-economic 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)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content
- ☐ 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)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **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.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content
- ☐ 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)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the 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 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.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Use cultural resources to facilitate students making a link from what they know to the new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

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.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

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

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the 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.	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)

- ☐ Break content into appropriate chunks
- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate the conceptual understanding of critical concepts
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **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.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

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

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ 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.	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.

Example Teacher Instructional Techniques (Check all that apply)

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

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students accurately elaborate on content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- ☐ **Use Response Methods** to monitor that students accurately elaborate on content
- ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content

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.)

- ☐ 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

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

- ☐ Rephrase questions/scaffold questions
- ☐ 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 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.	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 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.

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)

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - 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
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **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.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

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

- ☐ Reteach or use a new teacher technique
- ☐ 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.	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)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **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.)

- ☐ Execute or perform the skill, strategy, or process with increased confidence
- ☐ Execute or perform the skill, strategy, or process with increased competence
- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

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

- ☐ Reteach or use a new teacher technique
- ☐ 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.	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)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use culturally relevant activities to help students examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **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.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

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

- ☐ Reteach or use a new teacher technique
- ☐ 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.	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).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ 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
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **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
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

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.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Articulate support for a claim and errors in reasoning within group interactions
- ☐ Explanations involve culture content
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (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.	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)

- ☐ Ask students to state or record how hard they tried
- ☐ Ask students to state or record what they might have done to enhance their learning
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Prompt students to summarize how their understanding has changed
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ 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
- ☐ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ☐ **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.)

- ☐ Explain what they are clear about and what they are confused about
- ☐ Explain what they could have done to enhance their learning
- ☐ Actions and reflections display a growth mindset
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Explain previous errors or misconceptions about content
- ☐ Revisions demonstrate alternative ways to execute procedures
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ☐ 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)

- ☐ Reteach or use a new teacher technique
- ☐ 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.	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.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing
  - A proposition
  - A proposed theory
  - A hypothesis
- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle
- ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
- ☐ Coach students to persevere with the complex task
- ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support propositions, theories, or hypotheses
  - Navigate digital and traditional resources

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

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.)

- ☐ Explain the proposition, theory, or hypothesis they are testing
- ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Justify the process used to support the proposition, theory, or hypothesis
- ☐ Precisely explain perseverance with the task with reasoning and conclusions
- ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
  - 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

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

- ☐ Utilize different coaching/facilitation techniques
- ☐ 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.	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)

☐ 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
☐ 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
☐ 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
☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
☐ 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.

Example Teacher Instructional Techniques (Check all that apply)

☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
☐ Celebrate as groups make progress toward learning targets
☐ Implement a systematic, ongoing process to provide feedback
☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
 • Show of hands
 • Certificate of success
 • Parent notification
 • Round of applause
 • Academic praise
 • Digital media
☐ Ensure celebrations involve culturally relevant components
☐ Ask students to explain how they use feedback
☐ Ask students how celebrations encourage them to continue learning

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.)

☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
☐ Show signs of pride regarding development of mathematical practices
☐ Initiate celebration of individual success, group success, and that of the whole class
☐ Use feedback to revise or update work to help meet their learning target
☐ Surveys indicate students want to continue making progress
☐ Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress

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

☐ Utilize new methods to celebrate success
☐ Provide additional opportunities to give feedback

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
☐ 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
☐ 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 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

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.

Example Teacher Instructional Techniques (Check all that apply)

☐ Involve students in designing classroom routines and procedures to develop a culturally responsive classroom
☐ Actively teach student self-regulation strategies
☐ Use classroom meetings to review and process rules and procedures to ensure equity
☐ Remind students of rules and procedures
☐ Ask students to restate or explain rules and procedures
☐ Provide cues or signals when a rule or procedure should be used
☐ Physically occupy all quadrants of the room
☐ Scan the entire room, making eye contact with each student
☐ Recognize potential sources of disruption and deal with them immediately
☐ Proactively address inflammatory situations
☐ Consistently exhibit "withitness" behaviors
☐ Recognize and/or acknowledge students or groups who follow rules and procedures
☐ Organize 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

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

☐ Modify rules and procedures
☐ Seek additional student input
☐ 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
- Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- Present 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

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 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.

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)

- 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)
- Compliment students regarding academic and personal accomplishments
- Engage in conversations with students about events in their lives outside of school
- 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
- 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.)

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

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)

- 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
- Ask each student to examine the sources of their evidence
- 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.)

- 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 won't "let you off the hook" or "won't give up on you"
- 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.)
- Maintains confidentiality of colleagues, students, and families
- Advocates for equality for each student
- Demonstrates personal integrity and ethics
- Uses social media appropriately

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

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 *and* 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
- ☐ Accesses available expertise and resources to support students' learning needs
- ☐ 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
- ☐ 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
- ☐ Seeks a role and participates in Professional Learning Community meetings
- ☐ Serves as a student advocate in the classroom, school, and community
- ☐ Participates in school and community activities as appropriate to support students and families
- ☐ Serves on school and district-level committees
- ☐ Works to achieve school and district improvement goals

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 *and* 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.

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Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

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					

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Domain 1: Planning and Preparing to Provide Support

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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

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 *and* 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.

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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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

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 and 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.

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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)

- ☐ Resources are identified and reflected in planning documents
- ☐ Resources are used to enhance the implementation of goals for supporting services
- ☐ Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- ☐ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- ☐ Data are used as a resource when planning support
- ☐ Resources are used appropriately to support the school/district
- ☐ Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)

Example Implementation Evidence (Check all that apply)

- ☐ Identifies resources implemented within the school community that enhance supporting services
- ☐ Artifacts show use of available resources provided support for the school
- ☐ Data substantiates the use of resources in implementing goals for support services and/or instructional activities
- ☐ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
- ☐ 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 and 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.

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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 and 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.

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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 and 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.

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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 and 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 and the impacts on student learning.

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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.

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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.

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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.

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 and 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.

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.

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 and 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 *and* 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)

- ☐ Works cooperatively with appropriate colleagues to address issues that impact the school
- ☐ Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Accesses available expertise and resources to support the school
- ☐ Describes situations in which he/she interacts positively with colleagues to promote and support learning
- ☐ Describes situations in which he/she helped extinguish negative conversations about other colleagues
- ☐ Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Responds to requests for support, and/or assistance promptly
- ☐ Respects and maintains confidentiality of student/family information
- ☐ Describes instances when he/she interacted positively with students, parents, and/or the community
- ☐ Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community
- ☐ Participates as an active member of a Professional Learning Community
- ☐ Collaborates with the school community

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

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 *and* 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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

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 *and* 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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

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 *and* 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.

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	ESE Pre-K: COR Monitoring System General Education Pre-K: Average of Local End of Year Assessments	Alternate Scale (ESE & ESOL) 4=Student Growth Average of 0.6 or above 3=Student Growth Average of 0.5 2=Student Growth Average of 0.4 1=Student Growth Average of 0.3 or below General Education Student: 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39
Kindergarten (K)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
First Grade (1)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Second Grade (2)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
		Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Third Grade (3)	Local End of Year ELA Assessment Local End of Year Math Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Fourth Grade (4)	Local End of Year ELA Assessment Local End of Year Math Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Fifth Grade (5)	Local End of Year ELA Assessment Local End of Year Math Assessment Local End of Year Science Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Other (K-5) (including non-classroom instructional personnel)	Self-Contained ESE Classes – VB-MAPP, Brigance, or iReady Assessment Non-Classroom Instructional Personnel – School-wide average of all assessments given	For Self-Contained ESE Classes, see tables D1, D2, or D3.
English/Language Arts, Reading Courses (6-8)	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
		2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Math Courses (6-8)	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Science Courses (8)	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Other (6-8) (including non-classroom instructional personnel)	Other General Education Classes – Local Semester Exam Self-Contained ESE Classes – VB-MAPP, Brigance, or iReady Assessment Non-Classroom Instructional Personnel – School-wide average of all assessments given	Other General Education Classes: General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29 For Self-Contained ESE Classes, see tables D1, D2, or D3.
English 1	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
		3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
English 2	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
English 3	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
English 4	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
AP English Comp	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL)

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
		4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Algebra 1 (Honors); Algebra 1B	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Pre-AICE Mathematics 1	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
IB Middle Years Algebra 1 Honors	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Geometry (Honors)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
IB Middle Years Geometry Honors	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Pre-AICE Mathematics 2	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Pre-AICE Biology	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
IB Middle Years Biology Honors	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
		1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Civics	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
U.S. History	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
ROTC	Local Semester Exam	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Other (9-12) (including non-classroom instructional personnel)	Other General Education Classes – Local Semester Exam	Other General Education Classes: General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
	Self-Contained ESE Classes – VB-MAPP, Brigance, or iReady Assessment Non-Classroom Instructional Personnel – School-wide average of all assessments given	1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29 For Self-Contained ESE Classes, see tables D1, D2, or D3.
District Non-Classroom Instructional Personnel	District-wide average of all assessments given	See above scales.

Table D1: VB MAPP: STUDENT ACHIEVEMENT

Level	Previous Rubric	Rubric Conversion to Scale 17
4	Increase of 6% or more	Increase of 6% = 70 Increase of 7% =80 Increase of 8% =90 Increase of 9% = or more 100
3	Increase of 0-5%	Increase of 5% =69 Increase of 4% = 65 Increase of 3% = 60 Increase of 2%= 58 Increase of 1%= 55 Increase of 0%= 50
2	Increase of –1 to –5 %	Increase of -1%= 49 Increase of -2%= 45 Increase of -3%= 40 Increase of -4%= 35% Increase of -5% = 30
1	-6% or lower	Increase of -6% or lower = 29

Table D2: BRIGANCE: STUDENT ACHIEVEMENT

Level	Previous Rubric	Rubric Conversion to Scale 17
4	Average increase of more than 6 months	Increase of 6 months= 70 Increase of 7 months = 80 Increase of 8 months= 90 Increase of 9 months or more= 100
3	Average increase of 4-5.11 months	Increase of 5.11 months= 69 Increase of 5 months= 60 Increase of 4 months= 50
2	Average increase of 2-3.11 months	Increase of 3.11 months= 49 Increase of 3 months= 40

		Increase of 2 months= 30
1	Average increase of 0-1.11 months	Increase of 1.11 months = 29 Increase of 1 month- 20 Increase of 0 months= 10

Table D3: I-READY: STUDENT ACHIEVEMENT

Level	Previous Rubric	New Rubric
4	Increase of 21 or greater	Increase of 21= 70 Increase of 25=80 Increase of 30=90 Increase of 40 or more= 100
3	Increase 10-20	Increase of 20=69 Increase of 18 to 19= 65 Increase of 16-17 = 60 Increase of 14-15= 58 Increase of 12-13= 55 Increase of 10-11= 50
2	Increase of 0-9	Increase of 8-9= 49 Increase of 6-7= 45 Increase of 4-5= 40 Increase of 2-3= 35 Increase of 0-1= 30
1	Below 0	0 or Below = 29

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

Santa Rosa County School District
Instructional Summative Evaluation
2022-2023

Last Name_____First Name_____MI_____ Last 4#s SSN_____

Position_____Location_____Contract Status_____

FEAPS (Observation = 35%)----------------------_____

Domain 1: Standards-Based Planning

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

Employee's Signature_____

Date_____

Domain 2: 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 Their Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Evaluator's Signature_____

Date_____

Domain 3: Conditions for Learning

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Success
- 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

Domain 4: Professional Responsibilities

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

LEARNING PLAN (20%)------------------------_____

STUDENT PERFORMANCE (35%)------------_____

PARENT/CAREGIVER SURVEY (5%)---------_____

STUDENT SURVEY (5%)------------------------_____

FINAL SUMMATIVE SCORE------------------_____

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
4.0 – 3.25	3.24 – 2.5	2.49 – 1.75	1.74 AND BELOW

Employee's Signature_____ Evaluator's Signature_____

Date_____   Date_____

Santa Rosa County School District
Instructional Summative Evaluation – Non-Classroom
2022-2023

Last Name_____First Name_____MI_____ Last 4#s SSN_____

Position_____Location_____Contract Status_____

<u>FEAPS</u> (Observation = 35%)----------------------_____

Domain 1: Planning and Preparing to Provide Support

- Establishing and Communicating Clear Goals for   Employee's Signature_____
  Supporting Services
- Helping the School/District Achieve Goals   Date_____
- Using Available Resources

Domain 2: Supporting Student Achievement

- Demonstrating Knowledge of Students   Evaluator's Signature_____
- Helping Students Meet Achievement Goals

Domain 3: Continuous Improvement of Professional Practice   Date_____

- Reflecting and Evaluating Personal Performance
- Using Data and Feedback to Support Changes to
  Professional Practice

Domain 4: Professional Responsibilities

- Demonstrating Knowledge of Professional Practice
  (Area of Expertise)
- Promoting Positive Interactions with Colleagues
  and Community
- Adhering to School and District Rules and Procedures
- Supporting and Participating in School
  and District Initiatives

<u>LEARNING PLAN</u> (20%)----------------------_____

<u>STUDENT PERFORMANCE</u> (35%)-----------_____

<u>PARENT/CAREGIVER SURVEY</u> (5%)--------_____

<u>STUDENT SURVEY</u> (5%)----------------------_____

<u>FINAL SUMMATIVE SCORE</u>------------------_____

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
4.0 – 3.25	3.24 – 2.5	2.49 – 1.75	1.74 AND BELOW

Employee's Signature_____ Evaluator's Signature_____

Date_____   Date_____