

Gilchrist County School District

2023-2024
School Year

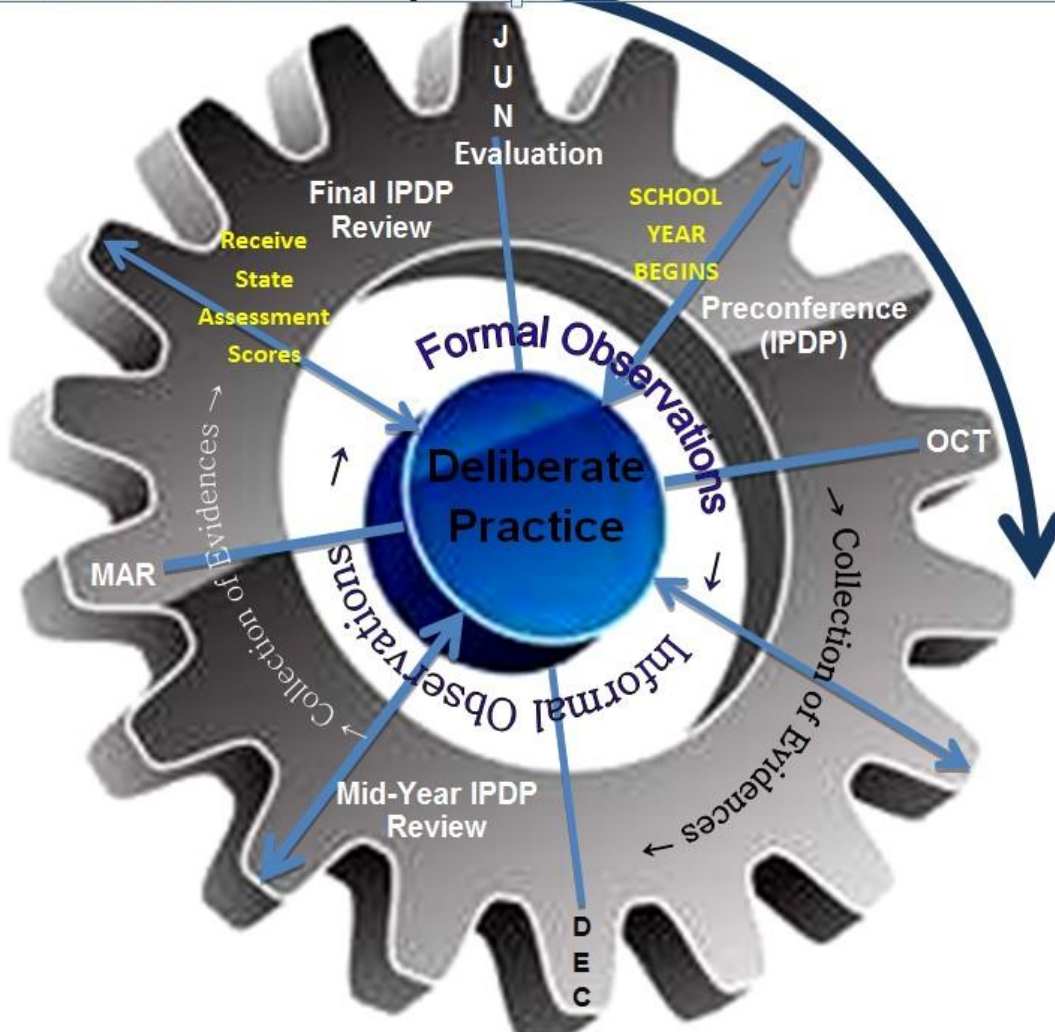
Teacher Evaluation System



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Teacher Performance Evaluation Cycle



1. Performance of Students (45%)

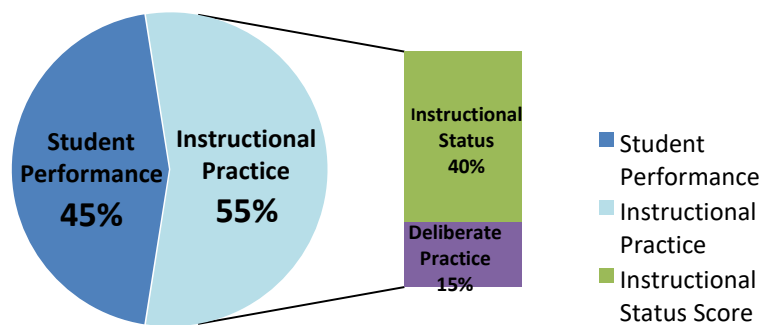
The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of student criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are

available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].

- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
 - For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
 - For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].
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Teacher Evaluation Score Components



The Student Performance component of the evaluation counts toward 45% of the final score. This 45% is based on student performance as described below. Classroom teachers and non-classroom teachers are included in this process. An average of the current year Student Performance component score and the Student Performance component score for the two years immediately preceding the current year will be calculated to determine the final Student Performance score for current year evaluation. If less than three years of data are available, years for which teacher data are available will be used.

Per 1012.34(3)(a)a, F.S., “at least one-third of a performance evaluation must be based upon data and indicators of student performance assessed annually by statewide assessments, or, for subjects and grade levels not measured by statewide assessments, by school district assessments....” The percentage of evaluation based on student performance will not be less than 45% for any instructional employee.

Gilchrist County School District will use the state-adopted, teacher-level student growth measure formula (state value-added model). This will be used for the determination of the state assessment portion of the student performance component for all areas in

which the model is available. GCSD will expand the use of the state value-added model as the state expands its use. The value-added model will measure the impact of a teacher on student learning, while accounting for other factors that may impact the performance of a student. The model will use student test scores over time, and a statistical model estimates the portion of the student's gain that is attributable to the classroom teacher. This allows evaluators to identify teacher contributions to student learning.

Only students who are recorded as being in attendance for Survey 2 AND Survey 3 will be included in teacher evaluations. The use of a value-added model supports equitable practices by accounting for differences in the proficiency and characteristics of students assigned to teachers. Similarly, if a teacher only teaches a portion of the year, his/her student performance rating will be based on Survey 2 and Survey 3 data. A teacher may only receive a student performance rating if he/she was teaching in the classroom during each survey period. Administrators will evaluate the teacher's instructional practice, but the teacher will receive no final evaluation rating without student data from both surveys. A teacher without sufficient data will not be eligible for performance pay since the pay is based on student performance.

Describe how a final rating is calculated for student performance

The Student Performance Matrices beginning on page 11 of the evaluation system show the instrument(s) that will measure student performance and their corresponding weights (or formula). Each formula adds up to 100% and is then converted to a 45 point scale since the student performance portion of the evaluation is worth 45% of the evaluation. The Information provided below will help explain how each assessment is used in the matrix formula:

Advanced Placement (AP) Exam

The AP Exam score is a weighted combination of scores on the multiple-choice section and the free-response section. AP scores offer a recommendation on how qualified students are to receive college credit and placement. The final score is reported on a 5-point scale:

5 = extremely well qualified

4 = well qualified

3 = qualified

2 = possibly qualified

1 = no recommendation

Proficiency for an AP teacher is calculated based on the total number of students assigned to the teacher who score a 2 or higher divided by the total number of students assigned to the teacher using only students in attendance for survey 2 and survey 3 the first year teaching the course. Once the percentage has been calculated, it is placed in the formula on the matrix for the teacher at the weight associated in the formula.

Beginning in year 2020-2021, the second year teaching the AP course, proficiency is calculated based on the total number of students assigned to the teacher who score a 3 or higher divided by the total number of students assigned to the teacher using only students in attendance for survey 2 and survey 3.

Battelle (PreK ESE)

Battelle Developmental Inventory, Second Edition Normative Update (BDI-2 NU) is an early childhood instrument based on the concepts of developmental milestones. As a child develops, he or she typically attains critical skills and behaviors sequentially from simple to complex. *BDI-2 NU* helps measure a child's progress along this developmental continuum by both global domains and discrete skill sets.

Brigance

The Brigance is criterion and standardized referenced test based on 35 years of research. Student performance on the Brigance covers a variety of school-based curriculum topics through a series of 12 assessments, including language development, ELA and reading, science, math proficiencies and gross motor skills. Brigance is effective for assessing and instructional planning, and supports Florida Alternate Assessment needs. Growth is determined by calculating the pre and post scores taken at two points in time in ELA and Math sections of the Brigance. A percentage of growth is then determined of the students to represent gains. Once the percentage has been calculated, it is placed in the formula on the matrix for the teacher at the weight associated in the formula.

Comprehensive Post Tests (CP)

Teacher-developed end of course exams (comprehensive posttests) will be administered in every subject other than ELA courses in grades 6-10, Math courses in grades 6-8, and those associated with a statewide, standardized EOC assessment. Exams will be weighted according to the matrix in the attachment. Students must score 65% or greater on the teacher-developed comprehensive post-test in order to count as proficient. For grades 6-10 ELA and grades 6-8 Mathematics courses, the student's FAST PM 3 scale score will be converted to a numerical grade and count as the comprehensive posttest grade.

CP results are reviewed and calculated by identifying the total number of students assigned to a teacher that scored 65% or above divided by the total number of students assigned to the teacher using only students in attendance for survey 2 and survey 3. Once this percentage has been calculated, it is placed in the formula on the matrix for the teacher at the weight associated in the formula.

Currently, GCSD has district developed and teacher developed assessments, as indicated on the matrix. These assessments will remain in place until which time the state makes available a state created test item bank to assist with assessing non-statewide, standardized assessed areas. These assessments are reviewed and updated annually as appropriate. In the absence of statewide subject area tests that are correlated to the State Standards, we feel this would be the best way to measure student performance and ensure a balance of performance pay recipients.

Speed DIAL ??

The Speed DIAL is used to measure growth of 3-year-old pre-K students. The Speed DIAL is administered twice a year and gives standard deviation and percentile cutoff points by chronological age in the areas of Motor, Concepts and Language. Growth is measured by an increase in standard score for the chronological age of the student. Students scoring a standard score of 78 or above are considered proficient.

VPK Assessment

For the VPK assessment, proficiency will be determined based on the percent of students assigned to the teacher and in attendance for both AP1 and AP3 assessment. Growth is calculated by the percentage of students that increase from “Beginning, Meeting or Exceeding Expectancy” levels in the areas of Print Knowledge, Phonological Awareness, Mathematics and Language/Vocabulary. Students are considered proficient at the “Meeting Expectancy” level.

Florida Standards Alternative Assessment

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations.

The FSAA is based on the Florida Standards Access Points (FS-APs) for English language arts and mathematics, and on the Next Generation Sunshine State Standards Access Points (NGSSS-APs) for science and social studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

Industry Certification (IC)

Industry certification exams have been identified for career and technical programs in our district. Students take the corresponding IC and the results are used in the relevant teacher's matrix formula.

ICs are calculated by identifying the total number of students assigned to a teacher that passed their related IC divided by the total number of students assigned to the teacher using only the students in attendance for survey 2 and survey 3. Once the percentage has been calculated, it is placed in the formula on the matrix for the teacher at the weight associated in the formula.

If there is no industry certification to report for the grade listed, the percentage of the formula will shift to the CP portion of the formula.

Local Growth Measure

Local growth will be determined using the "Typical" growth target established for each individual associated with i-Ready for Reading and/or Mathematics as the measure for adequate progress for each student.

Local Growth Measure for Select Elementary Science

Local growth will be determined using the district-developed, progress monitoring assessments.

The progress monitoring assessment will be administered at the beginning and end of the course. Baseline data will be used to place students into a Tiered Growth Chart (below) that will indicate the number of points a student must earn on the post-test in order to be counted as a gain for the teacher and to indicate that sufficient growth occurred.

	Tier	Tier 1*	Tier 2 *	Tier 3	Tier 4	Tier 5
	Baseline Score	0-40	41-59	60-70	71-89	90-100
Progress Monitoring (PM)	# points added to baseline score to determine expected score on post-test.	+20	+10	+5	+2	Remain in Same Range

For example, a student who scores a 40 on the baseline assessment (PM) would be assigned to Tier 1 and would need 20 or more points on the post-test to meet the local growth criteria.

A percentage will be calculated by dividing the number of students assigned to the teacher who met or exceeded the target divided by the total number of students in class.

State Developed End-of-Course Exams (EOC)

State developed End-of-Course (EOC) exam results will also be used when the course is associated with a statewide, standardized EOC assessment as indicated in the matrix.

Courses that have an EOC are Civics, Algebra 1, Geometry, Biology 1, and U.S. History.

Proficiency for statewide, standardized assessments is Level 3, 4 or 5. A calculation is made where the number of students who earned a level 3 or above on the EOC is divided by the total number of students assigned to the teacher using only students that were in attendance for both survey 2 and survey 3. Once the percentage has been calculated, it is placed in the formula on the matrix for the teacher at the weight associated in the formula.

Statewide Science Assessment (Grade 5 & Grade 8)

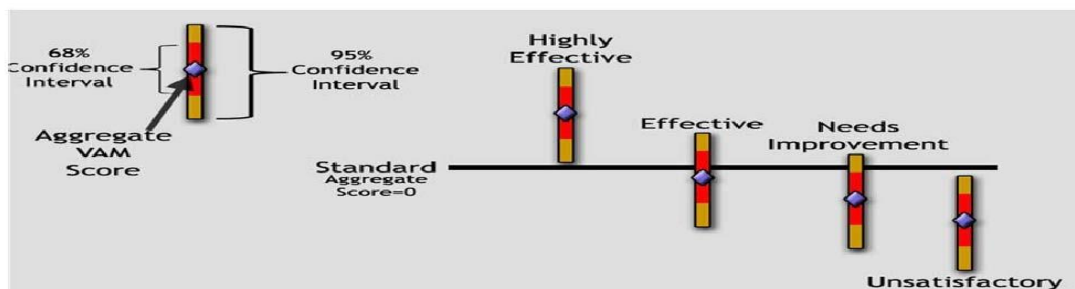
The Statewide Science Assessment measures student achievement of the Next Generation Sunshine State Standards in science. Students in grades 5 and 8 participate in this statewide science assessment.

Proficiency for the Grade 5 and Grade 8 Statewide Science Assessments is Level 3, 4 or 5. A calculation is made where the number of students who earned a level 3 or above on the Statewide Science Assessment is divided by the total number of students assigned to the teacher using only students that were in attendance for both survey 2 and survey 3. Once the percentage has been calculated, it is placed in the formula on the matrix for the teacher at the weight associated in the formula.

Florida Assessment of Student Thinking (FAST) Grades PK-12: Beginning with the 2022-2023 school year, the FAST replaced the Florida Standards Assessment (FSA) for Reading in grades 3-10 and math grades 3-8. It also added an assessment to grades PK-2 in reading/early literacy and math for grades K-2. FAST is a progress monitoring assessment that will be given in the Fall (PM1), Winter (PM2) and Spring (PM3). These tests will provide real-time data that will inform students, teachers and parents about individual student growth, rather than providing feedback at the end of the year after a single lengthy end-of-year assessment. The FAST assessment reports provide achievement level scores and scale scores that may be used to measure growth.

Value Added Model (VAM)- FAST ELA (Gr 4-10), FAST Math (Gr 4-8), Algebra 1 (GR 8) EOC:

The Florida Department of Education (FLDOE) will provide a VAM score for each applicable teacher. The VAM score will be a statistical comparison reflecting the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model. A score of "0" will indicate that, on average, students performed no better or no worse than expected based on the factors in the model. A positive score will indicate that students, on average, performed better than expected. A negative score will indicate that students, on average, performed worse than expected. When teachers receive a VAM score greater than zero (indicating that students performed better than expected), that difference will be attributable to the teacher. Because an estimate of a teacher's impact on student learning contains some variability, a standard error is incorporated into the state's VAM model to construct Confidence Intervals around a score that increases its accuracy. A confidence interval expresses the precision of a statistic as a range of values. An individual teacher's VAM score is an estimate of that teacher's contributions to student learning growth. A 95% confidence interval represents a range of possible values that would include the teacher's VAM score 95% of the time if VAM scores were repeatedly re-estimated with different students for each teacher. The confidence interval concept is visually represented below.



The use of VAM scores (when provided by the FDOE) must be used for all teachers of students for courses assessed by statewide-standardized tests.

The use of VAM will not apply to the teachers in the following situations:

- A teacher has one or more assessments included in their score where the expected score for the student exceeded the highest score it was possible to achieve on the assessment
- Number of assessments included in the calculation is fewer than ten
- Teacher is not in the classroom for more than 50% of the days in the course
- The teacher teaches advanced academics (for example, dual enrollment, AP)

Once the VAM for the teacher has been identified, it is placed in the formula on the matrix for the teacher at the weight associated in the formula using the conversion table below:

Conversion Chart from VAM Rating to Numeric

VAM Rating	VAM Score	Confidence Interval at 95% (lower limit)	Numeric Conversion for Matrix Formula
Highly Effective	4		100
Effective (Higher)	3	-.3 or greater (closer to zero)	90
Effective (Lower)	3	Less than -.3 (further away from zero)	75
Needs Improvement	2		60
Unsatisfactory	1		50

Converting the matrix formula to points earned for the Student Performance Score

The following example illustrates how the matrix formula is converted to a summative student performance score on the summative evaluation.

Example: Grade 4 Math Departmental Teacher

Matrix Formula: Grade 4 Math FAST (Test-FAST Mathematics)

VAM / Growth- 80%

Math Comprehensive Post Test (CP) Proficiency- 20%

Teacher's VAM: 3 (Effective) -0.331 using a 95% Confidence Interval (lower limit)

State VAM score includes a three-year aggregate. When a three-year aggregate is used, there is no need include the step below involving averaging the current year evaluation with the two prior year evaluations.

Conversion Chart from VAM Rating to Numeric

VAM Rating	VAM Score	Confidence Interval at 95% (lower limit)	Numeric Conversion for Matrix Formula
Highly Effective	4		100
Effective (Higher)	3	-.3 or greater (closer to zero)	90
Effective (Lower)	3	Less than -.3 (further away from zero)	75
Needs Improvement	2		60
Unsatisfactory	1		50

$75 \times .80 = 60$ points

- 75 represents the VAM (three-year aggregate) to numeric conversion score.
- .80 represents the weight of the VAM score in the matrix formula.

Teacher's Math CP (Comprehensive Post Test) Percent Proficient= 82

$82 \times .20 = 16.4$ points

- 82 represents the percent of students who scored 65% or higher on the CP
- .20 represents the weight of the percent proficient on the CP in the matrix formula.

Add the VAM points earned to the CP points earned.

Total: $60 + 16.4 = 76.4$

This teacher's student performance score would be **76.4**.

Student Performance score for this sample Grade 4 Math Departmental

Teacher: 45 points and a ranking of "Highly Effective" for this component of the evaluation.

Student Performance Score

Maximum Score – 45

Student Performance Component – FAST or Similar Assessment Points Earned

70% or more (range based on matrix formula)	45
60%-69.9% (range based on matrix formula)	35
50%-59.9% (range based on matrix formula)	30
0%-49.9% (range based on matrix formula)	0

- ☐ Unsatisfactory – 0
- ☐ Needs Improvement – 30
- ☐ Effective – 35
- ☐ Highly Effective – 45

Non-VAM Matrix formulas:

If the matrix formula does not include a VAM score, then the following steps would need to be completed to determine the student performance points earned:

Once the matrix formula is calculated for the current year (76.4 in this example), the formula generated score is averaged with the teacher's previous two years (immediately preceding) of student performance scores where a total of three years of student performance scores are included in the evaluation. In the event that there is not two preceding years of data available, the average is calculated using the data that is available. For example, if the teacher is a new teacher in year one of experience, the student performance score will only include the current year's formula calculation. And, if there is only the current year data and one previous year's student performance score available, then the average is calculated using two years of data. Again, this is only for the non-VAM calculations due to the state providing a three-year aggregate for the state VAM scores.

Current year matrix formula = 76.4

Prior year's student performance matrix formula= 80.211

Two years prior student performance matrix formula = 78.561

Average the three years of student performance data:

$76.4 + 80.211 + 78.561 = 235.172$ divided 3 = 78.39

78.39 falls in the conversion chart below in the 70% or more category range.

Student Performance score for this sample non-VAM example:

45 points and a ranking of "Highly Effective" for this component of the evaluation.

Student Performance Score	Maximum Score – 45
Student Performance Component – -FAST or Similar Assessment Points Earned	
70% or more (range based on matrix formula)	45
60%-69.9% (range based on matrix formula)	35
50%-59.9% (range based on matrix formula)	30
0%-49.9% (range based on matrix formula)	0

☐ Unsatisfactory – 0

☐ Needs Improvement – 30

☐ Effective –35

☐ Highly Effective – 45

Student Performance Measures

Elementary Level Student Performance Matrix **2023-2024**

The Student Performance Matrix is calculated based on the students assigned to the teacher. 80% of the matrix is equivalent to a calculation that constitutes one-third of the entire evaluation since the Student Performance Matrix is worth 45% of the overall evaluation.

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

Grade	Subject	Test	Weight	VAM	Local Growth Measure**	Proficiency*
Kindergarten	Reading/Math	F.A.S.T. Renaissance ELA *(40 th percentile or above)	25%			X
		F.A.S.T. Renaissance Math *(40 th percentile or above)	25%			X
		iReady Diagnostic Read	25%		X	
		iReady Diagnostic Math	25%		X	
First	Reading/Math	F.A.S.T. Renaissance ELA *(40 th percentile or above)	25%			X
		F.A.S.T. Renaissance Math *(40 th percentile or above)	25%			X
		iReady Diagnostic Read	25%		X	
		iReady Diagnostic Math	25%		X	

Grade	Subject	Test	Weight	VAM	Local Growth Measure**	Proficiency*
Second	Reading/Math	F.A.S.T. Renaissance ELA *(40 th percentile or above)	25%			X
		F.A.S.T. Renaissance Math *(40 th percentile or above)	25%			X
		iReady Diagnostic Read	25%		X	
		iReady Diagnostic Math	25%		X	
Third	ELA / SS	Gr. 3 F.A.S.T. Cambium ELA	50%			X
		Gr. 3 F.A.S.T. Cambium ELA	30%		X	
		iReady Read Diagnostic	20%		X	
Third	Math / Science Rotational	Gr. 3 F.A.S.T. Cambium Math	30%			X
		Gr. 3 F.A.S.T. Cambium Math	40%		X	
		iReady Math Diagnostic	10%		X	
		Science Comprehensive Post	20%			X
Third	Self-Contained	Gr. 3 F.A.S.T. Cambium ELA	20%			X
		Gr. 3 F.A.S.T. Cambium ELA	20%		X	
		Gr. 3 F.A.S.T. Cambium Math	20%			X
		Gr. 3 F.A.S.T. Cambium Math	20%		X	
		iReady Diagnostic Read	5%		X	
		iReady Diagnostic Math	5%		X	
		Science Comprehensive Post	10%			X

Grade	Subject	Test	Weight	VAM	Local Growth Measure**	Proficiency*
Fourth	ELA / SS Rotational	Gr. 4 F.A.S.T. Cambium ELA	50%	X		
		Gr. 4 F.A.S.T. Cambium ELA	30%			X
		iReady Read Diagnostic	20%		X	
Fourth	Math/Science Rotational	Gr. 4 F.A.S.T. Cambium Math	30%			X
		Gr. 4 F.A.S.T. Cambium Math	40%	X		
		iReady Diagnostic Math	10%		X	
		Science Comprehensive Post	20%			X
Fourth	Self-Contained	Gr. 4 F.A.S.T. Cambium ELA	10%			X
		Gr. 4 F.A.S.T. Cambium ELA	30%	X		
		Gr. 4 F.A.S.T. Cambium Math	10%			X
		Gr. 4 F.A.S.T. Cambium Math	30%	X		
		iReady Read Diagnostic	5%		X	
		iReady Math Diagnostic	5%		X	
		Science Comprehensive Post	10%			X
Fifth	Self-Contained	Gr. 5 F.A.S.T. Cambium ELA	10%			X
		Gr. 5 F.A.S.T. Cambium ELA	30%	X		
		Gr. 5 F.A.S.T. Cambium Math	10%			X
		Gr. 5 F.A.S.T. Cambium Math	30%	X		
		iReady Read Diagnostic	5%		X	
		iReady Math Diagnostic	5%		X	
		Science State Assessment	10%			X
Fifth	ELA/ SS Rotational	Gr. 5 F.A.S.T. Cambium ELA	50%	X		
		Gr. 5 F.A.S.T. Cambium ELA	30%			X
		iReady Read Diagnostic	20%		X	

Grade	Subject	Test	Weight	VAM	Local Growth Measure**	Proficiency*
Fifth	Math Rotational	Gr. 5 F.A.S.T. Cambium Math	50%	X		
		Gr. 5 F.A.S.T. Cambium Math	30%			X
		iReady Math Diagnostic	20%		X	
Fifth	Math / Science Rotational	Gr. 5 F.A.S.T. Cambium Math	30%			X
		Gr. 5 F.A.S.T. Cambium Math	40%	X		
		iReady Math Diagnostic	10%		X	
		Statewide Gr 5 Science	20%			X
Fifth	Science Rotational	Statewide Gr 5 Science	70%			X
		Pre/Post Science Test	30%		X	
K-5	Physical Education	K-5 F.A.S.T. Cambium/Renaissance ELA	10%			X
		K-5 F.A.S.T. Cambium/Renaissance Math	10%			X
		PE Comprehensive Post Test	80%			X
K-5	ESE Self-Contained	F.A.S.T. ELA	25%		X	
		F.A.S.T. Math	25%		X	
		Brigance Reading / iReady Read Diagnostic	25%		X	
		Brigance Math / iReady Math Diagnostic	25%		X	

Grade	Subject	Test	Weight	VAM	Local Growth Measure**	Proficiency*
PK-5	Speech / Language	F.A.S.T. ELA Battelle / Speed Dial / VPK Assessment	75%		X	
		Evaluation	25%			
PK-5	Certified School Counselor (Staffing Specialist)	F.A.S.T. ELA	15%			X
		F.A.S.T. ELA	20%		X	
		F.A.S.T. Math	15%			X
		F.A.S.T. Math	20%		X	
		Statewide Gr 5 Science	5%			X
		Evaluation	25%			
K-5	Reading Coach/Media Specialist	F.A.S.T. ELA	30%			X
		F.A.S.T. ELA	30%		X	
		iReady Read Diagnostic	15%		X	
		Evaluation	25%			
K-5	Gifted	Follow the matrix formula for the courses for students associated with the teacher's assignment.				
K-5	Support Facilitator, Interventionist	Follow the matrix formula for the courses for students associated with the teacher's assignment.	70%	X		
		Evaluation	30%			
K-12	Music	F.A.S.T. ELA	10%			X
		F.A.S.T. Math	10%			X
		Comprehensive Post Test	80%			X

Note: *Proficiency for FAST ELA or Math is a Level 3 or above for 3-5 or 40th percentile for K-2. Proficiency is 65% or higher on all comprehensive posttests.

**Growth: Reference iReady Typical growth target (iReady growth measures) for growth expectations.

For FAST Growth measures, growth will be measured from PM1 to PM3 or from PM1 to PM2. For grades 3-5, the following is considered growth:

- 1) The student maintains an achievement level 3, 4, or 5.
- 2) The student increases one or more achievement levels.

- 3) If the student scores a level one on PM1, the student must increase 15 points.
- 4) If the student scores a level two on PM1, the student must increase 6 points.

If there is no Industry Certification to report for the grade listed, the Industry Certification percentage will shift to the CP Test.

Middle/High School Level Student Performance Matrix 2023-2024

The Student Performance Matrix is calculated based on the students assigned to the teacher. 80% of the matrix is equivalent to a calculation that constitutes one-third of the entire evaluation since the Student Performance Matrix is worth 45% of the overall evaluation.

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

ELA & READING					
Subject(s)	Grade Level	VAM	FAST or FSAA ELA Proficiency***	Comprehensive Post Test Proficiency	FAST/FSAA ELA Proficiency or Concordant Score
ELA (English Language Arts)	6	50%	50%		
	7	50%	50%		
	8	50%	50%		
	9	50%	50%		
	10	50%	50%		
	11/12			100%	
Intensive Reading	6-10	80%		20%	
Intensive Reading (Retakes)	11-12			20%	80%

MATHEMATICS						
Subject(s)	Grade Level	EOC /FSAA Proficiency	VAM	FAST/FSAA Math Proficiency	Comprehensive Post Test Proficiency	Advanced Placement Exam
Math	6		50%	50%		
	7		50%	50%		
	8		50%	50%		

MATHEMATICS						
Subject(s)	Grade Level	EOC /FSAA Proficiency	VAM	FAST/FSAA Math Proficiency	Comprehensive Post Test Proficiency	Advanced Placement Exam
Math for College Algebra, Math for Data and Financial Literacy	9-12				100%	
Alg. 1	All	100%				
Algebra 2	9-12				100%	
Geometry	9-12	100%				
AP Stats	9-12					100%
Precalculus	9-12				100%	
AP Precalculus						100%

SCIENCE							
Subject(s)	Grade Level(s)	EOC /FSAA Proficiency	Statewide Science Test Proficiency	Comprehensive Post Test Proficiency	FAST/FSAA ELA Proficiency	FAST/FSAA Math Proficiency	Advanced Placement Exam
Science	6			80%	20%		
	7			80%	20%		
	8		70%	30%			
	9-10			80%	20%		
	11-12			100%			
Biology 1	All	100%					

SCIENCE							
Subject(s)	Grade Level(s)	EOC /FSAA Proficiency	Statewide Science Test Proficiency	Comprehensive Post Test Proficiency	FAST/FSAA ELA Proficiency	FAST/FSAA Math Proficiency	Advanced Placement Exam
AP Environ-Mental Science	All						100%

SOCIAL STUDIES					
Subject(s) Course(s)	Grade Level(s)	EOC/ FSAA Proficiency	Comprehensive Post Test Proficiency	FAST/FSA ELA Proficiency	Advanced Placement Exam
M/J W. History	6		80%	20%	
Civics	7	100%			
M/J U.S History	8		80%	20%	
Social Studies	9-10		80%	20%	
Social Studies	11-12		100%		
U.S. History	All	100%			
AP World Hist.	All				100%

ELECTIVES					
Subject(s) Course(s)	Grade Level(s)	FAST/FSAA ELA Proficiency	FAST/FSAA Math Proficiency	Comprehensive Post Test Proficiency	Advanced Placement Exam
Physical Education	6-8	10%	10%	80%	
	9-10	10%	10%	80%	
HOPE	8-10	10%	10%	80%	
HOPE	11-12			100%	

ELECTIVES					
Subject(s) Course(s)	Grade Level(s)	FAST/FSAA ELA Proficiency	FAST/FSAA Math Proficiency	Comprehensive Post Test Proficiency	Advanced Placement Exam
<ul style="list-style-type: none"> • Critical Thinking/Study Skills • Career Research & Decision Making 	6-10	20%		80%	
	11-12			100%	
Foreign Language	6-10	10%		90%	
	11-12			100%	
Music/Art	6-10	10%		90%	
	11-12			100%	
Peers as Partners	All			100%	
Journalism	6-12			100%	

Career and Technical Education					
Subject	Grade Level(s)	FSA/FSAA ELA Proficiency	FSA/FSAA Math Proficiency	Comprehensive Post Test Proficiency	Industry Certification (IC)
Agriculture	6-7	20%		80%	
	8-10	10%		10%	80%
	11-12			20%	80%
Business	6-7	20%		80%	
	8-10	10%		10%	80%
	11-12			20%	80%

Career and Technical Education					
Subject	Grade Level(s)	FSA/FSAA ELA Proficiency	FSA/FSAA Math Proficiency	Comprehensive Post Test Proficiency	Industry Certification (IC)
Carpentry	6-8		20%	80%	
	9-10		10%	10%	80%
	11-12			20%	80%
Criminal Justice	9-10	10%		10%	80%
	11-12			20%	80%
Digital Design	6-8	20%		80%	
	9-10	10%		10%	80%
	11-12			20%	80%
Health Academy	6-8	20%		80%	
	9-10	20%		80%	
	11-12			20%	80%
JROTC	6-8	20%		80%	
	9-10	20%		80%	
	11-12			100%	

Subject	Grade Level	FAST/FSAA ELA Proficiency	FAST/FSAA Math Proficiency	Comprehensive Post Test Proficiency (Reading) / Brigrance	Comprehensive Post Test Proficiency (Math) / Brigrance
ESE Self-Contained	6-12	25%	25%	25%	25%
Gifted	6-12	Follow the matrix for the courses and students associated with their assignment.			
Focus Teacher	6-12	Follow the matrix for the teacher on special assignment			

Subject	Grade Levels	VAM for Math and/or Reading	Proficiency for Math and/or Reading
Support Facilitator and Interventionist	6-12	70%	30%

Subject	Grade Level	FAST/FSAA ELA Proficiency	FAST/FSAA Math Proficiency	Statewide Science Test	Evaluation Instrument Component
Certified School Counselor	6-12	35%	35%	5%	25%
Staffing Specialist	6-12	35%	35%	5%	25%
Teacher Support Colleague	6-12	35%	35%	5%	25%
Teacher on Special Assignment	K-12	35%	35%	5%	25%
Media Specialist	6-12	35%	35%	5%	25%
School Psychologist	K-12	35%	35%	5%	25%

**If there is no Industry Certification to report for the grade listed, the Industry Certification percentage will shift to the CP Test.*

**If you do not have FAST scores for a position that includes a percentage, the percentage in the matrix goes to CP (Comprehensive Post).*

**** For FAST Growth measures, growth will be measured from PM1 to PM3 or from PM1 to PM2. For grades 6-10, the following is considered growth:**

- 5) The student maintains an achievement level 3, 4, or 5.
- 6) The student increases one or more achievement levels.
- 7) If the student scores a level one on PM1, the student must increase 15 points.
- 8) If the student scores a level two on PM1, the student must increase 6 points.

*****FAST Proficiency is defined as Level 3 or above for grades 6-10.**

Classroom Teachers Newly Hired by the District

According to Rule 6A-5.0303(2)(a)2., F.A.C., a performance evaluation must be completed for newly hired classroom teachers at least twice in the first year of teaching in the school district. It is at this mid-year point when the newly hired teachers will receive the first of two evaluations.

Information from the evaluation will be shared with the newly hired teacher at the Mid-Year Conference. Teachers are advised that the mid-year evaluation will be based on progress monitoring data, and that their official evaluation for the year will be their End of Year Evaluation.

Teaching Fields Requiring Special Procedures

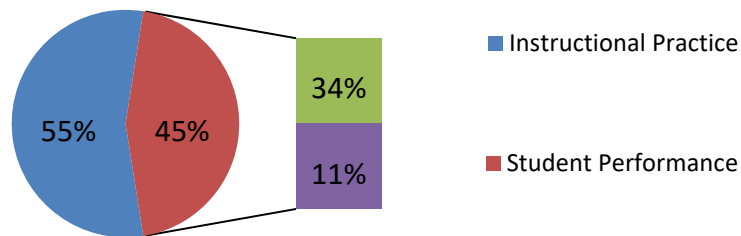
The method for determining a teaching field that requires a special procedure is:

- Any instructional personnel that are not classroom teachers

The teaching fields that have currently been identified as requiring special procedures include:

- Guidance Counselors
- Staffing Specialists
- Teachers on Special Assignment (TSAs)
- Media Specialists
- Academic Coaches / Teacher Support Colleagues
- Deans
- Certified Behavior Analysts, Mental Health Counselors
- School Psychologists
- Speech-Language Pathologists
- Support Facilitators, Interventionists
-

Teaching Fields Requiring Special Procedures Score Components



The following information indicates how the student performance score is calculated for teaching fields requiring special procedures:

Category Score

Maximum Score – 45

Up to 34 points may be earned for school-wide student gains

Student Performance	Points Earned
60% or more (range based on matrix formula)	34
50%-59.9% (range based on matrix formula)	20
40%-49.9% (range based on matrix formula)	15
0% - 39.9% (range based on matrix formula)	0

☐ Unsatisfactory – 0 ☐ Needs Improvement – 15 ☐ Effective –20 ☐ Highly Effective – 34

Up to 11 points may be earned for performance of specified job-related duties as defined on the evaluation instrument.

☐ Unsatisfactory – 0 ☐ Needs Improvement – 5 ☐ Effective –7 ☐ Highly Effective – 11

Overall Score for Student Gains

☐ Unsatisfactory – 0-19 ☐ Needs Improvement – 20-26 ☐ Effective –27-31 ☐ Highly Effective – 32-45

For example, if the school-wide student performance data for a teaching field requiring special procedures, when calculated according to the matrix formula, produced a score of 72%, the teacher would receive 34 of the 34 points available. In addition, the school-based administrator would assess the employee based on the specified job duties identified on the evaluation instrument and determine the category that best describes the performance of the teacher. If the school-based administrator has collected documentation to determine highly effective performance, the teacher would earn 11 of the total 11 points available.

The next step is to combine the student performance score with the job performance score: 34 points (student performance points earned) + 11 points (job performance score) = 45 total points. 45 points is then transferred into an Overall Score for Student Gains category of Highly Effective (45/45 points needed).

2. Instructional Practice (55%)

The district shall provide:

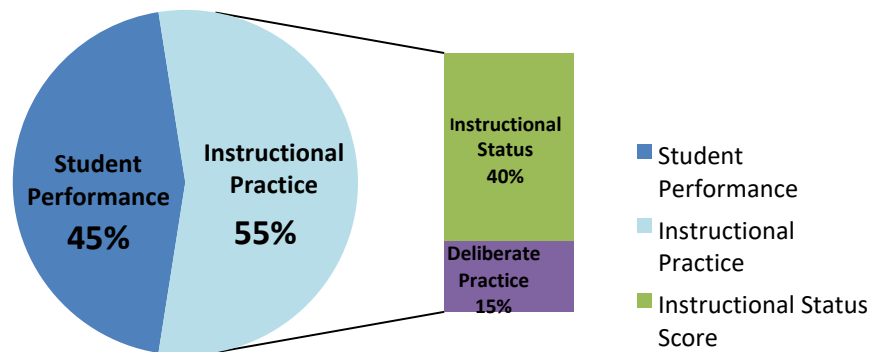
- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
- Description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

F.A.C.].

- For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
- For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
- For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
- For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

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Teacher Evaluation Score Components



An Instructional Practice score will be computed for all instructional personnel. This score will count toward 55% of the total evaluation score.

The Florida Educator Accomplished Practices (FEAPs) are set forth in rule 6A-5.065 as Florida's core standards for effective educators. The FEAPs form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems.

The FEAPs are based upon and further describe three essential principles:

- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
- The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- The effective educator exemplifies the standards of the profession.

The principal, direct supervisor, and any other individual performing observations / evaluations will use this same core of effective practices as part of the evaluation process. The system in place will ensure this practice through the consistent and standard use of the approved observation instrument(s).

For teachers, Marzano's research-based Florida Model will be used and is closely tied to the

FEAP's. The following webpage contains a crosswalk illustrating the relationship between Marzano's indicators and the FEAPs, supporting the link to increased student achievement:

http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

An Instructional Practice score will consist of two elements: an Instructional Status score and a Deliberate Practice score. The Instructional Status score will be 40% of the 55% component and the Deliberate Practice score will count toward the remaining 15%. These two scores will be combined for the overall Instructional Practice score, where teachers can earn up to 55 points on the evaluation instrument.

The Instructional Practice score will reflect:

- Instructional Status score (40%)
 - Addresses proficiency of the framework as a whole
 - Accounts for teachers' experience levels to celebrate milestones
 - Balances typically unfavorable scores for new/developing teachers
 - Monitors teachers' continued use of elements already mastered
- Deliberate Practice score (15%)
 - Measures progress against specifically targeted elements for improvement
 - Acknowledges teacher's improvement over time
 - Expects that teachers grow every year

The following visual illustrates Marzano's Focused Teacher Evaluation Model which represents the components involved with the Instructional Practice component of the Teacher Evaluation System.



The Focused Teacher Evaluation Model: Summary and Implementation

The Marzano Focused Teacher Evaluation Model is observer and teacher-friendly; it utilizes a systematic, step-by-step approach for observation to improve inter-rater reliability. The model is comprised of four domains, or areas of expertise, designed to progressively guide a teacher from planning, to implementation of instructional strategies, to awareness of conditions for learning in the classroom, and to professional responsibilities. Critical to the model is not only teacher use of instructional strategies, but also monitoring of learning through student evidences. These evidences become the measure for determining the effect of teachers' use of instructional strategies.

A Model Designed to Increase Competency

Competency-based evaluation scoring for the Marzano Focused Teacher Evaluation Model requires scoring of all 23 elements in the model using a common five-point scale. Further, the Focused Evaluation

Model allows for flexible adaptations to meet current state regulations and/or local decision-making. The model has been developed not just to measure instructional effectiveness, but to drive improvement toward successful, standards-based instruction. The design of the Focused Model integrates the four domains, or areas of expertise, into a framework for standards-based classrooms to establish:

- A rigorous standards-based system in every classroom
- A relentless focus on student results with leading indicators
- An Instructional Framework with a pathway to scaffold instruction from foundational to complex tasks
- Teachers empowered with access to the tools and resources within a continuum for growing their practice

As with the original Marzano Teacher Evaluation Model, the Focused Model is an objective, evidence based model that evaluates teacher performance against specific criteria, alignment to standards, and student evidences. The Focused Model explicitly foregrounds the instructional shifts necessary for teaching rigorous state standards. The model further emphasizes student evidence of learning as the key indicator of teacher effectiveness, with sample evidences of desired effects included in the protocols

As indicated in the teaching map in Figure 1, the Focused Model identifies key elements, or professional and instructional strategies, divided into four domains, or areas of expertise: Standards Based Planning (3 elements); Standards-Based Instruction (10 elements), Conditions for Learning (7 elements), and Professional Responsibilities (3 elements). Like the comprehensive model, the Focused Model utilizes common five-point scales. The performance scales provide a developmental continuum for teachers on five levels of proficiency: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).

Additionally, the Focused Model provides clear benefits for teachers and observers. The Focused Model:

- Includes recommended procedures for implementation and scoring
- Focuses on 10 research-based elements for rigorous, standards-based instruction
- Focuses on 3 critical standards-based planning elements
- Integrates 60 prior elements into 23 for improved inter-rater agreement
- Makes desired effects of student learning more specific, focusing on evidence of student learning
- Aligns scales closely with each domain
- Includes performance scales to recommend 90-100% student proficiency at the level of “Innovating.”
- Recommends scoring of all 23 elements for competency-based scoring.

- Is aligned with the Marzano Center Focused Non-Classroom Instructional Support Member Evaluation Form

Scoring

The Focused Model makes the following recommendations for scoring.

- 1) A score of Innovating is awarded when there is evidence that 91-100% of students have reached the desired effect.
- 2) Scoring of all 23 elements during the course of the year is recommended.
- 3) Competency-based scoring is recommended.

Competency-Based Scoring

As we have indicated, observers will plan to score all 23 elements during the course of the school year. This goal encourages teachers to practice and achieve competency in those instructional elements so critical to rigorous classrooms: helping students examine errors in reasoning, revise knowledge, and engage in cognitively complex tasks. Scoring all the elements encourages teachers to build expertise in areas where they need to grow. The Focused Teacher Evaluation Model not only measures current instructional practice, but helps teachers develop the practices they need to improve their teaching. Competency-based scoring allows school leaders to move away from traditional scoring models that simply average scores toward a scoring system that supports teachers to practice and master higher order strategies in rigorous classrooms and requires teachers to demonstrate a full range of instructional skills. Competency-based scoring provides teachers with the safety they need to deliberately practice and improve those skills incrementally

With this system, each element is a competency that teachers are expected to master. At the end of the year, observers average all the highest scores for the elements to achieve an overall proficiency score for the year. Thus if, in the course of four observations during a year, a teacher scores a 1, 2, 2, 4 in “Helping Students Examine Their Reasoning,” the teacher would receive a score of 4 for that element, having achieved competency. This system allows for feedback on any early low scores to be nonpunitive and formative, as there is no averaging at the element level. Competency-based scoring encourages teachers to adopt a growth mindset. It is the scoring system we believe to be most fair and accurate for measuring individual teachers’ competencies. Further, teachers will be able to access up-to date, real-time data on the iObservation platform, so that every teacher knows precisely which of the 23 elements have been scored during the course of the year.

The Focused Model Protocols

The Focused Model protocols list specific desired effects for each element to support evidence of student learning. These desired effects are included on the protocol for each element for quick reference. Additionally, observers and teachers may take advantage of a broad number of sample

teacher and student evidences that align with standards-based teaching and learning. The Marzano Focused Model Protocols are located in the appendix section of the GCSD Teacher Evaluation System.

Teachers are classified as either Category 1 or Category 2

There are two categories of teachers in the evaluation system related to the Instructional Practice: Category 1 and Category 2. The category determination is made based on years of experience and takes into account if a teacher is new to Florida. The category assigned to a teacher is entered into iObservation and drives the formula used in the system to produce a final instructional status and deliberate practice score.

iObservation

iObservation® is a web-based learning and performance management system. It is the **only official** technology system approved by Dr. Robert Marzano to digitize his Teacher Focused Evaluation Model. iObservation digs deeper by **empowering teachers and leaders to respond to that data** in ways that develop **professional growth** to ultimately benefit students.

The GCSD uses iObservation to:

- Establish a common language with the Marzano Focused Teacher Evaluation Model
- Send immediate observation feedback to teachers
- Create a forum for continuing conversations with colleagues
- Encourage the sharing of resources and co-development of tools
- Focus teaching on thin slices of instruction to incrementally improve practice □
Allow teachers to create growth plans and monitor their progress

Category 1 and Category 2 Defined

Category I Teachers (First 3 Years of Service)

Category I teachers are those teachers in their first three years of service.

Teachers new to Florida will initially be placed in this category, regardless of number of years of service. After the first year of service in this district, teachers with more than three years of service will be moved to Category II. Teachers new to Florida that have less than

three years of service will remain in Category 1 until three years of service have been obtained.

Newly Hired Classroom Teachers (new to the district from Florida or elsewhere) are required by Florida Statute to receive at least two evaluations in the first year of teaching in the district: one mid-year and one at the end of the year in accordance with s. 1012.34(3)(a), F.S., (a classroom teacher who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district).

Category 1 teachers will receive a minimum of (2) formal (scheduled) observations and a minimum of (1) informal (unscheduled) observation. All observations included in a teacher's evaluation will include a pre-observation conference, observation, and a post-observation conference.

Category II Teachers (More Than 3 Years of Service)

Category II includes those teachers with more than three years of service, in-district or in-state. The proficiency scale below indicates the performance needed by Category II teachers to be scored as Highly Effective, Effective, Needs Improvement, or Unsatisfactory, respectively. Percentages are based on the number of elements for which data is available.

Category 2 teachers will receive a minimum of (1) formal (scheduled) observation and a minimum of (2) informal (unscheduled) observations.

Frequency and Description of Observations


Over the course of a school year, school-based administrators visit classrooms to collect evidence and record the evidence of the teacher's implementation of the Marzano Focused Teacher Evaluation Model using the iObservation instrument.

Category 1 teachers will receive a minimum of (2) formal (scheduled) observations and a minimum of (1) informal (unscheduled) observation. All observations include a preconference, observation, and a post-conference.

Category 2 teachers will receive a minimum of (1) formal (scheduled) observation and a minimum of (2) informal (unscheduled) observations.

Observations within the Marzano Focused Teacher Evaluation Model are always standards-based. The observer conducts a pre-conference session with the teacher prior to the classroom observation, during which they discuss the teacher's standards-based plan for the lesson to be observed. In collaboration with the teacher, the observer ensures that the plan exhibits a focus on the essential standards, including a scale or learning targets that build to the level of rigor required by the standard; that the plan incorporates resources aligned to the standard; and that it incorporates techniques to close the achievement gap using data. Once this plan has been agreed upon, the observer visits the classroom to see the plan in action. The observer looks for specific elements and techniques discussed in the plan, observes how and when the teacher monitors for evidence of learning, and notes any adaptations the teacher makes. We recommend observation of the full lesson. If a full lesson is not possible, the teacher provides evidence of student learning (artifacts, data, etc.) subsequent to the observation during a post-observation conference.

What is Standards-Based Observation?



Steps	Process
Planning Conference	Teacher identifies the: <ul style="list-style-type: none"> • Academic standard(s) or standards-based learning target(s) for the lesson • Research-based instructional strategies that will help students learn the knowledge and skills in the standard or learning target(s) • Student evidence that needs to be generated to demonstrate they have learned the standard or learning target
Observation	<ul style="list-style-type: none"> • 5-step process
Evidence-Based Reflection Conference	<ul style="list-style-type: none"> • Teacher sorts the student evidence into three categories: <ol style="list-style-type: none"> 1) met the standard or learning target, 2) made progress but did not fully meet, and 3) did not meet the learning target • Scores assigned for standards-based instruction • Scores assigned for implementation of planning

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The 5-Step Process for Classroom Observation

Step 1—What elements am I seeing when I observe a teacher? Does the teacher use the strategy correctly? • Before making any decisions, observe the teacher in action, then select an element to score and move to the Example Teacher Instructional Techniques box. • Scroll through the menu and check any techniques that the teacher is implementing. • If the teacher is using the technique correctly, the observer can move to the scale and indicate a Level 2/Developing.

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

3/Applying, and ultimately a 4/ Innovating (see Step 3, below).

Step 3—What percent of students demonstrate achievement of the desired effect at the appropriate level of the target? • Step 3 is directly connected to Step 2, but it transitions from a focus on teacher action to a focus on the student and student work. At this point, the teacher is monitoring to determine if students are learning. The observer moves to the Example Student Evidence box, and checks the applicable boxes based on observed student evidence. • The critical step is to determine the number of students who achieve the desired effect or desired outcome. The observer must examine student work to determine: a) if the work is at the correct level of the target; and b) the number of students who demonstrate the desired effect or outcome. • At this point, the observer moves to the scale. If less than half the class exhibits the desired effect, the score remains a 2/Developing. If 51% to 90% demonstrate the desired effect, the teacher earns a 3/Applying on the scale. If more than 90% show the desired effect, at the appropriate level of the target, then the score moves to a Level 4/ Innovating. • If the teacher does not earn a 3 or 4 on the scale, the observer moves to step 4.

Step 4—After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaptation? • The observer moves to this step if the teacher monitors student evidence and notes that less than 91% of the students are demonstrating the desired outcome. • If the teacher makes an adaptation, continues to monitor student evidence, and confirms that more than 90% of students achieve the desired outcome, the observer moves the teacher’s score to a 4. • If the outcome remains less than 91%, the score remains at 3, or if less than 51%, at level 2.

Step 5—Use student evidence to assign the final score on the scale for all elements observed in the lesson. • Can take place in a post-conference • The teacher may bring evidence to confirm the percentage of students who demonstrate the desired effect

Informal observations are unannounced and do not require feedback. These may include feedback data reviews, reflections, the annual pre-conference, student work samples, student surveys, lesson plans, Individual Professional Development Plans (IPDPs), videos, Professional Learning Community (PLC) activities, and/or service on committees. There is not a designated length of time for an informal observation. However, the school-based administrator must remain in the room long enough to identify the dominant element being used based on where the teacher is in the delivery of the lesson.

For teachers that are not employed the full year, informal observations will be prorated by each 9 week period, with a minimum of 3 per period. Supervisors of teachers who are employed at two or more sites will equally share the number of required formal observations.

iObservation will produce an evaluation score at the end of the school year which is used as the Instructional Status Score on the instrument. For example, if the teacher's iObservation evaluation score was 3.75, the teacher would be classified as being highly effective on the instructional status portion of the evaluation instrument (below) and earn 40 points towards the final calculation of the teacher evaluation for the year.

Conversion Chart Used to Convert the iObservation Score into Points Earned for Instructional Status

[] Highly Effective (40)	[] Effective (37)	[] Developing (34)	[] Unsatisfactory (30)
Overall Status Score of Score of	Overall Status Score of	Overall Status Score of	Overall Status
3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4

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

Rubrics (Forms) for Completing Observations

The GCSD Teacher Evaluation System uses the Marzano Focused Teacher Evaluation Model Protocol when completing observations of teachers and record the data collected in the iObservation system. This rubric is used by the school-based administrator to determine the rating assigned to the elements evaluated during an observation. The rubrics for all 23 Marzano elements are included in the appendices of the evaluation system.

Instructional Practice Collection of Evidences

After the initial creation of IPDP goals at the preconference, the strategic collection of evidences occurs throughout the year. Evidence of teacher performance is collected through formal and information observations and other sources of evidence. Gilchrist County Schools will use iObservation to collect, manage, and report longitudinal data from classroom walkthroughs, teacher observations, and teacher evaluations. iObservation supports Marzano's official research-based strategies for teacher effectiveness, and will support the district's efforts to use data to connect effective classroom instruction and leadership practices to student learning gains.

Sources of Evidence

Sources of evidence may include data or feedback from Classroom Walk-Throughs (CWTs), lesson studies, lesson plans, data notebooks, Response to Intervention (RtI) data, alternative certification, reading endorsements, IPDPs, Close the Gap Action Plans, grade level planning, grade level meetings, curriculum mapping, Academic Intervention Plans (AIPs), Educational Plans (EPs), Individual Education Plans (IEPs), career tech data, voluntary tutoring documentation, attendance and truancy information, sponsoring and involvement, internships, mentoring, workshops and professional development records, book studies, PLC's, portfolios, parent involvement, participation in district or school advisory councils, and other sources as appropriate. These may include data reviews, reflections, the annual pre-conference, student work samples, student surveys, lesson plans, Individual Professional Development Plans (IPDPs), videos, Professional Learning Community (PLC) activities, and/or service on committees. Also, instructional personnel being evaluated have to option to provide additional documentation and sources of evidence at mid-year and final conferences. In addition, Gilchrist County School District provides mechanisms for parental input into the evaluation system as appropriate. In compliance with S. 1012.34, F.S., parental input will be received by the school Principals and Assistant Principals, and utilized to inform the principal observation component of evaluations. Parents have the opportunity to provide input through face-to-face interactions, phone calls and email messages, written communications, parent surveys, and participation on school and district advisory councils. The following sources of evidence will be used to determine an Instructional Practice score using Marzano's five-point scale.

Domain 1: Classroom Strategies and Behaviors

- Formal observation(s)
- Informal, announced observation(s)
- Walkthroughs
- Student surveys
- Videos of classroom practice
- Artifacts
- Teacher sign up for observation
- Lesson Study
- Reading Endorsement
- Alternative Certification
- Lesson Plans
- Data Notebooks
- Response to Intervention

Domain 2: Planning and Preparing

- Planning conferences or preconference
- Artifacts
- Grade level planning meetings
- Curriculum maps
- Lesson Plans
- Department meetings
- Career Tech
- ePEP's
- Academic Improvement Plans
- Educational Plans
- Individual Educational Plans

Domain 3: Reflecting on Teaching

- Self-assessment
- Reflection conference
- Professional Growth Plan
- Conferences
- Discussions
- Artifacts
- Individual Professional Development Plan
- Feedback from walkthroughs
- Observations
- Close the Gap Action Plans

Domain 4: Collegiality and Professionalism

- Conferences
- Discussions
- Artifacts
- Attendance
- Truancy
- Volunteering to Tutor
- Professional responsibility
- Involvement sponsoring
- Grade level chairs
- Internships
- Mentoring
- Workshops / Professional Development
- Book studies
- Professional Learning Communities (PLC's)
- Portfolio's
- Parent Nights
- District Advisory Council
- School Advisory Council

Teaching Fields Requiring Special Procedures

The method for determining a teaching field that requires a special procedure is:

- Any instructional personnel that are not classroom teachers

The teaching fields that have currently been identified as requiring special procedures include:

- Guidance Counselors
- Staffing Specialists
- Teachers on Special Assignment (TSAs)
- Media Specialists
- Academic Coaches / Teacher Support Colleagues
- Deans
- Certified Behavior Analysts
- School Psychologists
- Speech-Language Pathologists

The Instructional Practice score for these fields will be determined through a similar process as all teaching fields. Evaluations have been developed for these special teaching fields to provide relevancy in relationship with the job description. Evidence is collected by school-based administration throughout the school year related to the job duties associated to the position. Observations are also completed and anecdotal notes are made over the course of the year that are considered when providing feedback to the employee during the school year as needed and when evaluating the employee annually. The job duties are also included on the evaluation instrument located in section 4 of the evaluation system.

Description of the Instructional Status Score Calculation (40%) for Teaching Fields Requiring Special Procedures

There are eight components of instructional status worth a total of 40 points on the evaluation:

- Planning and preparation-4 points
- Classroom management-4 points
- Assessment / evaluation- 4 points
- Intervention / direct services- 4 points
- Technology- 8 points
- Collaboration- 4 points
- Professional Development- 8 points
- Professional Responsibilities- 4 points

Each of the eight components includes specific job duties that are related to each of the teaching fields requiring special procedures. The school-based administrator uses data

collected throughout the school year as well as provided in the summative evaluation via behavioral event interview, direct documentation, indirect documentation, training programs competency acquisition, evaluatee provided or confirmed observation to rate the employee's performance on each of the eight components.

The chart below illustrates the source codes, category ratings, and corresponding points earned each category. Below is an example of a category worth a maximum score of 4 and a category worth a maximum score of 8.

Source Code (check all that apply)	
<input type="checkbox"/> A. Behavioral Event Interview <input type="checkbox"/> C. Indirect Documentation Acquisition <input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> B. Direct Documentation <input type="checkbox"/> D. Training Programs Competency <input type="checkbox"/> F. Confirmed Observation
Category Score Maximum Score - 4	
<input type="checkbox"/> Unsatisfactory - 0 <input type="checkbox"/> Effective – 3.3 <input type="checkbox"/> Outstanding – 4	<input type="checkbox"/> Needs Improvement – 2.7 <input type="checkbox"/> Highly Effective – 3.7
Category Score Maximum Score - 8	
<input type="checkbox"/> Unsatisfactory - 0 <input type="checkbox"/> Effective – 6.7 <input type="checkbox"/> Outstanding – 8	<input type="checkbox"/> Needs Improvement – 5.3 <input type="checkbox"/> Highly Effective – 7.3

For example, a guidance counselor received a summative rating for each the eight components as seen in the chart below.

Category	Rating Assigned	Points Earned	Points Possible
Planning and preparation	Outstanding	4	4
Classroom management	Highly Effective	3.7	4
Assessment / evaluation	Outstanding	4	4
Intervention / direct services	Outstanding	4	4
Technology	Highly Effective	7.3	8
Collaboration	Highly Effective	3.7	4
Professional Development	Effective	6.3	8
Professional Responsibilities	Highly Effective	3.7	4
	Totals	36.7	40

This guidance counselor would have earned 36.7 (add all of them together) of the total 40 possible points for Instructional Status. This number is then translated to an overall instructional status rating using the chart below. The guidance counselor would have received an effective rating and 37 points for the instructional status portion of the evaluation.

Refer to conversion chart below to convert total points earned in each of the eight components to an overall Instructional Status Rating:

[] Highly Effective (40)	[] Effective (37)	[] Developing (32)	[] Unsatisfactory (24)
Overall Status Score of 37-40	Overall Status Score of 32-36.9	Overall Status Score of 24-31.9	Overall Status Score of 0-23.9

Gilchrist County School District will remain committed to the use of practices which are strongly linked to increased student achievement based on contemporary research.

Performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices, per 1012.34(3)(a), F.S. For this reason, Gilchrist County School District has elected to utilize the state's model for performance evaluation based on the work of Robert Marzano.

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

The Research Base from Which the Model Was Developed

Each of the works (cited above) from which the model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes over 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other

titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. Specifically, over 2,000,000 copies of the books cited above have been purchased and disseminated to K-12 educators across the United States.

Experimental/Control Studies

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

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

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been, and continue to be conducted, on various elements of the Marzano Evaluation Model. For example, such study was recently conducted in the state of Oklahoma as a part of their examination of elements that are related to student achievement in K-12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in Oklahoma School: Phase II Report*, by Marzano Research Laboratory, 2010 and 2011 respectively). Those studies involved 59 schools, 117 teachers and over 13,000 K-12 students. Collectively, those reports indicate positive relationships with various elements of the Marzano Evaluation Model across the domains. Specific emphasis was placed on Domain 1 particularly in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive with some as

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

Technology Studies

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

Summary

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

Teacher Performance Standards- Florida Educator Accomplished Standards

FEAPs have been established to provide clear expectations for the quality of instruction and professional responsibility. Additional information on the FEAPs is provided at the beginning of Section 2 of the evaluation system.

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

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;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. 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; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
3. 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;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;

- d. Respects students' cultural, linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;
 - g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
4. 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;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
5. 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;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:
- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;

- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
 - e. Implements knowledge and skills learned in professional development in the teaching and learning process.
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B- 1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

The following webpage contains a crosswalk illustrating the relationship between Marzano’s indicators and the FEAPs, supporting the link to increased student achievement:

http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf



Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

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

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

1f Develops learning experiences that requires students to demonstrate a variety of applicable skills and competencies	2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	Content C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		
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2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Assessment. The effective educator consistently:

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

4. Assessment. The effective educator consistently:

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

4. Assessment. The effective educator consistently:

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

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

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

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

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

b) Continuous Improvement, Responsibility and Ethics

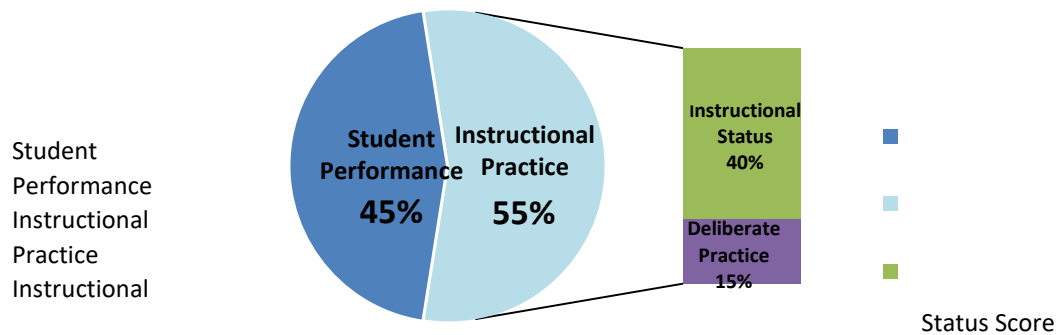
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education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

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

3. Other Indicators of Performance- Deliberate Practice (15%)

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Teacher Evaluation Score Components



Deliberate Practice is also an indicator of performance. It is part of the Instructional Practice component outlined in the previous section (Section 2), Instructional Practice. Some of the information following is duplicated from the previous section.

An Instructional Practice score will be computed for all instructional personnel. This score will count toward 55% of the total evaluation score. For teachers, Marzano's research-based Florida Model will be used. This model includes four domains (described below) and a Deliberate Practice component. This model:

- Reflects teachers' performance across all elements within the framework (Domains 1-4);
- Accounts for teachers' experience levels;
- Assigns weight to the domain with the greatest impact on student achievement (Domain 1); and
- Acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on *specific* elements within the framework.

An Instructional Practice score will consist of two elements: an Instructional Status score (described in detail in Section 2) and a Deliberate Practice score. The Instructional Status score will be 40% of the 55% component and the Deliberate Practice score will count toward the remaining 15%. These two scores will be combined for the overall Instructional Practice score, where teachers can earn up to 55 points. The process for computing this score is detailed in the following section.

At the beginning of the school year, each teacher is scheduled for an intensive goal-setting session with their school principal and/or assistant principal. This is known as the PreConference. Results of prior year evaluations are used in order to guide the goal-setting process. These goals are collaboratively written between the supervisor and the teacher to include school goals, subject goals, and one teacher-selected individual goal

tied to deliberate practice. These goals become an intricate part of the teacher's Individual Professional Development Plan (IPDP).

The preconference triggers the beginning of the Deliberate Practice cycle that occurs throughout the year. The first step takes place as a part of the IPDP preconference meeting, where the teacher's personal instructional practice goal (deliberate practice) and school improvement goals are identified. Planning and participating in strategic professional development activities occurs in order to support growth on identified goals. Teachers continue the cycle by practicing and developing ways to incorporate the knowledge and skills gained through professional development into their instructional practice. Upon implementation of these improved strategies, the teacher requests to schedule and participate in an observation to demonstrate progress toward the identified goal (deliberate practice) or strategy. During the post-conference discussions, the teacher and the observer reflect on the results. If the goal or strategy has been mastered, the IPDP is signed by both parties to document this piece of the process. If continued work is needed toward the identified goal (deliberate practice), this is documented on the IPDP and the Deliberate Practice cycle is repeated. Upon mastery, monitoring continues to take place and the process begins again the following year at the preconference.

According to Marzano, Deliberate Practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

- Measures progress against specifically targeted elements for improvement
- Acknowledges teacher's improvement over time
- Expects that teachers grow every year

http://www.marzanoevaluation.com/files/Deliberate%20Practice%20Plan_AllFrameworks_FL_Version2_20120511.pdf

At the conclusion of the deliberate practice cycle, an agreed upon rubric rating is derived, and is converted for evaluation purposes using the below chart.

Conversion Chart to Convert Deliberate Practice Rubric Score to Evaluation Rating

Final Marzano Rubric Rating for Deliberate Practice	Points Earned for Deliberate Practice Max points- 15
Innovating	Highly Effective- 15 points
Applying	Effective- 13 points
Developing	Developing- 10 points
Beginning	Unsatisfactory- 5 points

For example, a teacher whose final deliberate practice rating based on the Marzano rubric was “Applying”, would be rated “Effective” on the evaluation instrument and earn 13 of the 15 possible points for Deliberate Practice (15% of the evaluation).

Domain 1 Sources of Evidence (select all that apply) <input type="checkbox"/> Personal Growth Plan <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____		Evaluator Comments:	
<input type="checkbox"/> Highly Effective (15)	<input type="checkbox"/> Effective (13)	<input type="checkbox"/> Developing (10)	<input type="checkbox"/> Unsatisfactory (5)
Overall Status Score of 3.5-4.0	Overall Status Score of 2.5-3.4	Overall Status Score of 1.5-2.4	Overall Status Score of 1.0-1.4

Teaching Fields Requiring Special Procedures

The method for determining a teaching field that requires a special procedure is:

- Any instructional personnel that are not classroom teachers

The teaching fields that have currently been identified as requiring special procedures include:

- Guidance Counselors
- Staffing Specialists
- Teachers on Special Assignment (TSAs)
- Media Specialists
- Academic Coaches / Teacher Support Colleagues
- Deans
- Certified Behavior Analysts
- School Psychologists
- Speech-Language Pathologists
-

Teaching fields requiring special procedures also have a deliberate practice component. At the beginning of the school year, each teacher is scheduled for an intensive goal-setting session with their school principal and/or assistant principal. This is known as the Pre-Conference. Results of prior year evaluations are used in order to guide the goal-setting process. These

goals are collaboratively written between the supervisor and the teacher to include one teacher-selected individual goal tied to one of the job duties assigned to the position.

The preconference triggers the beginning of the Deliberate Practice cycle that occurs throughout the year. The first step takes place as a part of the preconference meeting, where the teacher's personal instructional practice goal (deliberate practice) is identified. Planning and participating in strategic professional development activities occurs in order to support growth on identified goals. Teachers continue the cycle by practicing and developing ways to incorporate the knowledge and skills gained through professional development into their instructional practice. Upon implementation of these improved strategies, the teacher requests to schedule and participate in an observation to demonstrate progress toward the identified goal (deliberate practice). During the post-conference discussions, the teacher and the observer reflect on the results. Upon mastery, monitoring continues to take place and the process begins again the following year at the preconference. The chart below is used to determine a final rating for the deliberate practice.

Sources of Evidence (select all that apply) Evaluator Comments:			
<input type="checkbox"/> Personal Growth Plan <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____			
<input type="checkbox"/> Highly Effective (15)	<input type="checkbox"/> Effective (13)	<input type="checkbox"/> Developing (10)	<input type="checkbox"/> Unsatisfactory (5)
Overall Status Score of 3.5-4.0	Overall Status Score of 2.5-3.4	Overall Status Score of 1.5-2.4	Overall Status Score of 1.0-1.4

4. Summative Evaluation Score

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

.....

Combining the Student Performance Score and Instructional Practice Score for a Final Evaluation Score and Rating

Once both a Student Performance score (refer to Section 1 for details on how the Student Performance Score is calculated) and an Instructional Practice score (refer to Section 2 and 3 for details on how the instructional practice score (instructional status and deliberate practice) have been determined, it is necessary to combine these scores into a Final Evaluation Score and Rating. As described, the Student Performance score will count toward 45% and the Instructional Practice score will count for 55% of the final Summative Teacher Evaluation Score.

Weighting and combining each of the Student Performance and Instructional Practices scores will be accomplished by converting each score to a percentage, multiplying by the appropriate weighting factor, adding the scores and multiplying by 100. This will give a final Summative Teacher Evaluation Score that will then correspond to the following scale ranges:

Instructional Practice Score		+	Student Performance (Rate the 45% component using the levels below)	=	Cumulative Final Evaluation Ratings
Instructional Status (rate the 40% component using the levels below)	Deliberate Practice (rate the 15% component using the levels below)				
Highly Effective 3.5-4.0 (40 points)	Highly Effective 3.5-4.0 (15 points)	+	Highly Effective (45 points)	=	Highly Effective 90-100
Effective 2.5-3.4 (37 points)	Effective 2.5-3.4 (13 points)	+	Effective (35 points)	=	Effective 75-89.9
Needs Improvement 1.5-2.4 (34 points)	Needs Improvement 1.5-2.4 (10 points)	+	Needs Improvement (30 points)	=	Needs Improvement 60-74.9
Unsatisfactory 1.0-1.4 (30 points)	Unsatisfactory 1.0-1.4 (5 points)	+	Unsatisfactory (0 points)	=	Unsatisfactory 0-59.9

5. Additional Requirements

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].

- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

Introduction

For the purposes of increasing student learning growth by improving the quality of instructional, administrative, and supervisory practices, the district superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel, 1012.34(1)(a), F.S.

A performance evaluation must be conducted for each employee at least once per year, 1012.34(3)(a), F.S. In addition, a performance evaluation must be completed for newly hired classroom teachers at least twice in the first year of teaching in the school district. It is at the mid-year point when the newly hired teacher will receive the first of two evaluations. Information from the evaluation will be shared with the newly hired teacher at the mid-year conference. Data is collected and timely feedback is provided to teachers over the course of the school year (to include observations) as described in section 1, 2 and 3 of the evaluation system.

1012.34(1)(b), F.S. requires that the school district's instructional personnel and school administrator evaluation systems must be approved by the Department of Education. State Board Rule 6B-4.010, F.A.C., requires that where a district "...makes substantive modifications to an approved school district instructional personnel assessment system, the modified system shall be submitted to the Department of Education for review and approval."

The Gilchrist County School District developed a committee to develop the Teacher Performance Evaluation System in compliance with the GCSD Instructional Union Contract. The committee consisted of the Superintendent, Assistant Superintendent, Instructional Directors, Principals, Finance Director, Director of Resource Development, Union President, and two teachers (one representing elementary and one representing middle/high school level). The information you see in this document is a direct reflection of the decision and work that was completed by this committee in an effort to create a Teacher Performance Evaluation System compliant with 1012.34(1)(b), F.S. This committee will reconvene annually for the next three years to review the effectiveness of the system and to recommend updates when needed.

The evaluation system has been built upon the Florida's Race to the Top Theory of Action:

A strategic and sustained investment in human capital will improve student achievement.

1. Begin with the right student standards, curriculum, lessons, supports and assessments
2. Set the goals for student learning outcomes
3. Align the human capital systems that support and manage the educators in the school to achieve the student goals

Teachers and school leaders must be well-selected, well-respected, well-prepared, well-supported and held accountable.

Evaluations

Each instructional employee's annual evaluation will consist of two parts: a Student Performance score (refer to section 1 of the evaluation system) and an Instructional Practice score (refer to section 2 and 3 of the evaluation system). The matrices, located in Section 1 of the evaluation system, describe the multiple metrics that will be used to determine a student performance measure. This student performance measure will count for 45% of the teacher's overall evaluation, and the instructional practice component will count for 55%. This formula meets the minimum requirements of Florida Statutes, 1012.34(3)(a)1, F.S. Where possible, district calculations will parallel state business rules, policies, and procedures for determining student inclusion in calculations.

According to 1012.34, F.S., at least one-third of a performance evaluation must be based upon instructional practice and at least one-third of a performance evaluation must be based upon data and indicators of student performance assessed annually by statewide assessments, or for subjects and grade levels not measured by statewide assessments, by school district assessments.

1008.22(6), F.S. states that the measurement of student performance is the responsibility of school districts except in those subjects and grade levels measured under the statewide, standardized assessment program described in this section. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

Timely Feedback

Timely feedback is provided to teachers throughout the evaluation process. When school-based administrators are collecting evidence using iObservation, an email is

sent to the teacher immediately upon submission of the entry. In addition, once the summative evaluations are completed for all instructional staff, a schedule is created by the school-based administrator and released to all teachers indicating the day and time of their final, summative evaluation ensuring that timely feedback is provided to the individual being evaluated.

Supervisor / Evaluator Role Responsible for completing performance evaluations

1012.34(3)(c), F.S.- The individual responsible for supervising the employee must evaluate the employee's performance. Article IX, Contract between the Instructional Personnel of Gilchrist Employees / United and the School Board of Gilchrist County state the following: *"The Principal, or other administrator designated by the Superintendent in charge of Employee supervision, shall be responsible for the administration of the procedure for evaluating performance."* Teachers who serve multiple schools will be evaluated collectively by the principals to whom they report.

Responsible for informing teachers about evaluation process

Article IX, Contract between the Instructional Personnel of Gilchrist Employees / United and the School Board of Gilchrist County state the following: *"The evaluators shall meet with all employees, no later than 2 weeks following the 1st nine weeks grading period, and inform each Employee (individually, in small groups, or in a faculty meeting) of the criteria and procedures associated with the assessment process before any assessment takes place. The evaluator shall explain his expectations when informing the Employees of the assessment criteria and procedures. Employees shall have five days to request additional explanation of criteria and procedures."*

New employees who join the workforce are also made aware of this system, through many of the same strategies described above. In addition, they undergo an orientation, during which time they are given information on the evaluation system. A faculty handbook is provided that explains the process fully. If necessary, a mentor is assigned to the new employee. This process ensures that all employees are aware of the evaluation system.

Responsible for Roster Verification

The principal is responsible for establishing two opportunities for teacher to review their rosters as they are on record at the Florida Department of Education for accuracy. This process will occur once to review the rosters from the fall semester (October) and once in the spring to review the rosters from the spring semester (February). This roster verification process allows the teacher to sign-off that they are in agreement of the list of students that are assigned to them for the current school year and whose results on statewide assessments will be attributed back to them in the form of a value-added

score. The principal is responsible for resolving any issues presented by the teacher regarding concerns with the names on the roster at this time.

Evaluator Training -Initial training to occur the summer prior to implementation

Initial Evaluator Training will be provided by Learning Sciences International (Marzano) for our Principals, Assistant Principals, and District Administrators. In the summer of 2011, all principals, assistant principals, and district administrators responsible for observations and evaluations will attend an initial 2-day training in Dr. Robert Marzano's Observation and Feedback Protocol. Participants will learn how to use the protocol, provide meaningful feedback, and to support teachers' growth through a professional development program. Subsequent initial training opportunities for new administrators and personnel with other educational roles will be offered periodically either by the district or on a regional basis by the North East Florida Educational Consortium (NEFEC).

Evaluator Training- On-going training

On-going training will occur within the district in conjunction with support which is available by the Marzano evaluator trained NEFEC staff. Summer training will be requested from NEFEC annually for any new evaluators. In addition, evaluator training will be part of the GCSD annual summer administrative session leadership training. Cohorts of initially trained participants will participate in ongoing professional development spread throughout the school year to augment the learning of the initial 2-day training. Offered by NEFEC staff that will be certified in Marzano's Leaders of Learning Program, topics will include:

- Marzano Observation/Feedback Protocol;
- Analyzing data on teacher practice for trends and patterns;
- Inter-rater agreement for observers;
- Collecting data to convene collegial conversation;
- Constructing effective feedback;
- Connecting teacher practice to student achievement

Training will also be provided to evaluators periodically throughout the year at our monthly Administrative Team meetings. Spring Administrative Team meeting will devote time to analyze and review procedures to ensure the same core is used for all who are conducting evaluations.

Monitor Evaluator Performance / Professional Development

Principals and Assistant Principals will perform Walk-and-Talks to calibrate throughout the year. In addition, Walk-and-Talks will be completed with evaluation-trained district Instructional staff as well in an effort to maintain optimal inter-rater agreement. In addition, monitoring will occur through monthly Instructional Team Reports. These reports will indicate each school's status with the collection of evidences. This data will enable district administrators to monitor the performance and professional development needs of evaluators.

All teachers (including newly hired teachers) are observed a minimum of 10 times over the course of the school year by the school-based administrator using iObservation as the method for collecting the evidence and for providing timely feedback to the teacher.

School and District Improvement

Evaluation systems for instructional personnel and school administrators must be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans, 1012.34(2)(a), F.S.

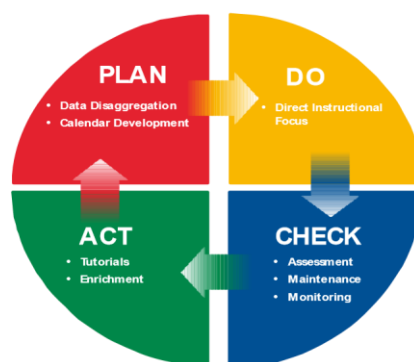
This evaluation system is designed collaboratively in order to support and align with school improvement and district improvement plans, as well as Differentiated Accountability. *School improvement plans are centered around student achievement as an overlying goal theme.* All objectives, from parental involvement objectives to technology objectives, are designed and planned to encourage the deliberate practice of strategies that cultivate effective teaching and learning. Research has demonstrated that effective teachers play one of the biggest roles in student achievement. Using data from more than 800 school districts, Ferguson found a significant relationship between teacher quality and student achievement. This evaluation system promotes teacher quality through:

- Objectively assessing current levels of teacher performance
- Checking teacher progress at multiple points in order to allow for the revision of strategies
- Embedding and linking professional development as part of the evaluation process (IPDP's)
- Providing a tool for teachers and principals to identify areas of need and strategically make progress on targeted objectives
- Promoting teacher self-awareness

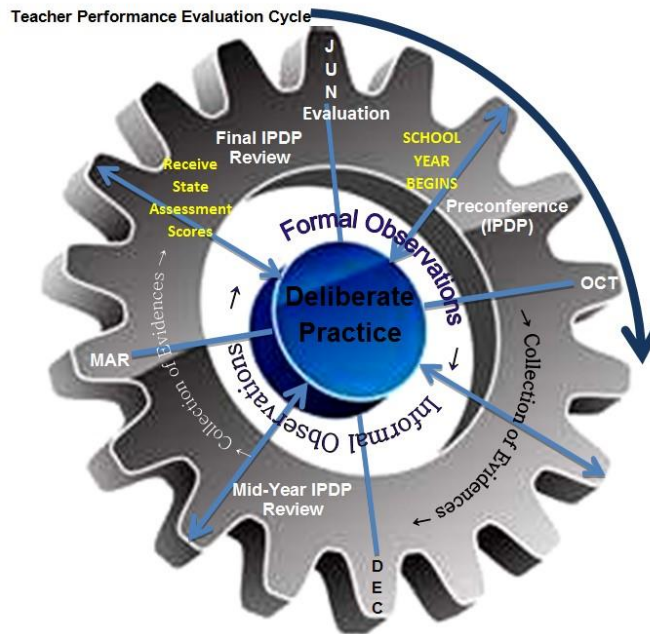
- Allowing principals to focus support on areas of need

Knight found that when teachers receive appropriate support for professional learning, more than 90% embrace and implement programs that improve students' experiences in the classroom. Also, teachers need to be able to enhance and build on their instructional knowledge through an awareness of their skill gap areas (National Commission on Teaching & America's Future, 1996). This system encourages teachers to take an honest look at long-term and trend data in order to identify areas in which they do have room for improvement and can continue to build on their instructional knowledge and/or effective teaching strategies.

In addition, this system positively reinforces the progress that teachers make through monetary rewards and clear rating labels. Finally, this system encourages gains not only in objective student performance data, but also in other areas pertinent to effective teaching that are in alignment with the Florida Educators' Accomplished Practices (FEAP's).



Evaluation results are used when developing school and district improvement plans. Professional development needs identified through the evaluation and IPDP process are addressed through each school's professional development goals and strategies designed as a part of the school improvement process. Data collected through the implementation of the Local Instructional Improvement System (LIIS) under development will also be used to ensure alignment between needs and school and district improvement.



The annual evaluation process in Gilchrist County is comprehensive. The evaluation cycle begins and ends with a final teacher evaluation.

At the beginning of the school year, each teacher is scheduled for an intensive goal-setting session with their school principal and/or assistant principal. This is known as the Pre-Conference. Results of prior year evaluations are used in order to guide the goal-setting process. These goals are collaboratively written between the supervisor and the teacher to include school goals, subject goals, and one teacher-selected individual goal tied to deliberate practice. These goals become an intricate part of the teacher's Individual Professional Development Plan (IPDP).

The preconference triggers the beginning of the Deliberate Practice cycle that occurs throughout the year. The first step takes place as a part of the IPDP preconference meeting, where the teacher's personal instructional practice goal and school improvement goals are identified. Planning and participating in strategic professional development activities occurs in order to support growth on identified goals. Teachers continue the cycle by practicing and developing ways to incorporate the knowledge and skills gained through professional development into their instructional practice. Upon implementation of these improved strategies, the teacher requests to schedule and participate in an observation to demonstrate progress toward the identified goal or strategy. During the post-conference discussions, the teachers and the observer reflect on the results. If the goal or strategy has been mastered, the IPDP is signed by both parties to document this piece of the process. If continued work is needed toward the identified goal, this is documented on the IPDP and the Deliberate Practice cycle is repeated. Upon

mastery, monitoring continues to take place and the process begins again the following year at the preconference.

Once mid-year student performance data is available, teachers and principals once again meet at a Mid-Year Conference in order to review progress toward the goals originally set and evaluate improvements in instructional practice. This process is informed not only by student performance data results, but also by instructional practice data obtained through the formal and informal collection of evidences. Rubrics are utilized in order to encourage objective assessment of current teacher status and professional development needs. Discussions with teachers who are not making adequate progress are held at this time. According to 1012.34(3)(a), F.S., a performance evaluation must be completed for newly hired classroom teachers at least twice in the first year of teaching in the school district. It is at this mid-year point when the newly hired teachers will receive the first of two evaluations. Information from the evaluation will be shared with the newly hired teacher at the Mid-Year Conference. Teachers are advised that the mid-year evaluation will be based on progress monitoring data, and that their official evaluation for the year will be their End of Year Evaluation. Teachers who leave our employment at mid-year will receive their final evaluation at this time, using the Mid-Year Report Form. Teachers who leave our employment before mid-year will receive an evaluation prior to termination of employment. Teachers who have been employed within the district for less than 90 days prior to the assessment period will receive a 'not evaluated' status. Summative feedback will be provided to these teachers based on the available data.

At the end of the year, a final evaluation and Final Conference takes place to review data and results. At this time, discussions take place between the evaluator and the teacher, and a preliminary score is assigned based on the process described below. The second and final evaluation of all newly hired classroom teachers is completed at the end of the year. This evaluation will be used for determining the final evaluation ratings and will be used for FDOE reporting.

Less than Effective Performance

If the evaluator determines the teacher is less than effective, specific professional development will be assigned to the individual based on an identified area of need as required by s.

1012.98(10). In addition, per Article VII, Employee Assessment section of Contract Between the Education Staff Professionals of Gilchrist Employees/ United, if the evaluator determines that the Employee has unsatisfactory performance in any area of performance, the evaluator shall describe the unsatisfactory performance and shall give

specific suggestions for improving such satisfactory performance which may include professional development activities specific to the identified area of need.

Common Language

The following definitions are provided in order to provide a common language for the Gilchrist County School District related to the Teacher Evaluation System.

Category I Teacher:

A Category I Teacher is a teacher in his/her first three years of service. Teachers new to Florida will initially be placed in this category, regardless of the number of years of service. After the first year of service in this district, these teachers will be moved to Category II.

Category II Teacher:

A Category II Teacher is a teacher that has more than three years of service, in-district or in-state.

Confidence Interval

A confidence interval is derived from the standard error. It expresses the precision of a statistic as a range of values. An individual teacher's VAM score is an estimate of that teacher's contributions to student learning growth. The 95% confidence interval used in classification represents a range of possible values that would include the teacher's VAM score 95% of the time if VAM scores were repeatedly re-estimated with different students for each teacher.

Deliberate Practice:

Deliberate Practice refers to the 15% portion of the total Instructional Practice score. This component measures progress against specifically targeted elements for improvement, acknowledges teachers' improvements over time, and expects that teachers grow every year.

Effective VAM Score

An effective rating on the Performance of Students criteria is demonstrated by the following:
-a value-added score of zero (0);

-a value-added score of greater than zero (0), where some portion of the range of scores associated with a 95% confidence interval lies at or below zero (0); or -a value-added model score of less than zero (0), where some portion of the range of scores associated with both the 68% AND the 95% confidence interval lies at or above zero (0).

Expected Score

An expected score generated by a value-added model for a statewide, standardized assessment is based on the student's prior statewide, standardized assessment score history and measured characteristics, as well as how other students in the state actually performed on the assessment. For each individual student, the expected score is the sum across all covariates of the values of the covariate multiplied by that covariate's contribution to student learning as estimated by the covariate adjustment model

Evaluation Cycle:

The evaluation cycle consists of a preconference, and mid-year conference, and a final conference between the teacher and his/her evaluator.

Evaluator:

1012.34(3)(c), F.S.- The individual responsible for supervising the employee must evaluate the employee's performance. Article IX, Contract between the Instructional Personnel of Gilchrist Employees / United and the School Board of Gilchrist County state the following: *"The Principal, or other administrator designated by the Superintendent in charge of Employee supervision, shall be responsible for the administration of the procedure for evaluating performance."* Teachers who serve multiple schools will be evaluated collectively by the principals to whom they report.

FEAPs:

FEAP's are the *Florida Educator Accomplished Practices* that are set forth in Rule 6A-5.065, FAC, as the Florida's core standards for effective educators. The FEAPs form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems. The six (6) FEAPs include Instructional Design and Lesson Planning, Learning Environment, Instructional Delivery and Facilitation, Assessment, Continuous Professional Development, and Professional Responsibility/Ethical Conduct.

Formal Observations:

Formal observations include both announced visits and the post-conference.

Highly Effective VAM Score

A highly effective rating on the Performance of Students criteria is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 95% confidence interval also lie above zero (0).

Informal Observations:

Informal observations are unannounced and do not require feedback. These may include data reviews, reflections, the annual pre-conference, student work samples, student surveys, lesson plans, Individual Professional Development Plans (IPDPs), videos, Professional Learning Community (PLC) activities, and/or service on committees. A minimum of 10 informal observations occur for all teachers regardless of Category I or II status in order to effectively monitor Marzano's sixty instructional practice strategies and each teacher's individual IPDP goal.

Instructional Practice Component:

An Instructional Practice score will be computed for all instructional personnel. This score will count toward 55% of the total evaluation score.

An Instructional Practice score will consist of two elements: an Instructional Status score and a Deliberate Practice score. The Instructional Status score will be 40% of the 55% component and the Deliberate Practice score will count toward the remaining 15%. These two scores will be combined for the overall Instructional Practice score, where teachers can earn up to 55 points.

Instructional Status:

Instructional Status refers to the 40% portion of the total Instructional Practice score. This component addresses proficiency of the framework as a whole, accounts for teachers' experience levels to celebrate milestones, balances typically unfavorable scores for new or developing teachers, and monitors teachers' continued use of elements already mastered.

IPDP:

IPDP's are Individual Professional Development Plans for instructional staff.

Needs Improvement VAM Score

A needs improvement or developing (if the teacher has been teaching for fewer than three years) rating on the Performance of Students criteria is demonstrated by a value-added score that is less than zero (0), where the entire 68% confidence interval falls below zero (0), but where a portion of the 95% confidence interval lies above zero (0).

Observed Score

An observed score is the actual score a student received on an assessment.

Predicted Performance:

The predicted performance represents the level of performance the student is expected demonstrate after statistically accounting for factors through a value-added model.

Scripting:

Scripting is the process by which anecdotal

observations of teacher and student behavior is recorded. This is simply writing down the actions of the teacher and the students, with comments interjected. Verbal and nonverbal behaviors are recorded.

Standard Error of Measure

A standard error is a measure of the precision of a statistic. It is determined by both sample size and sample variability.

Student Performance Component:

The Student Performance component of the evaluation counts toward 45% of the final score. This 45% is based on student performance as described below. Classroom teachers and non-classroom teachers are included in this process. An average of the current year Student Performance component score and the Student Performance component score for the two years immediately preceding the current year will be calculated to determine the final Student Performance score for current year evaluation.

Summative Feedback:

Summative Feedback will be provided to teachers who do not receive a formal evaluation status due to length of employment.

Unsatisfactory VAM Score

An unsatisfactory rating on the Performance of student criteria is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 95% confidence interval also lie below zero (0).

Value-Added:

A value-added model measures the impact of a teacher on student learning, while accounting for other factors that may impact the performance of a student. The model will use at least two test scores for each student, and a statistical model estimates

the portion of the student's gain that is attributable to the classroom teacher. This allows evaluators to identify teacher contributions to student learning. The formula produces a score for a teacher which reflects the average amount of learning growth of

the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model. A score of zero indicates that, on average, students performed no better or worse than expected based on the factors in the model. A positive score indicates that students, on average, performed better than expected. A negative score indicates that students, on average, performed worse than expected.

6. District Evaluation Procedures

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
 - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
 - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
 - 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 [Rule 6A-5.030(2)(g)4., F.A.C.].
- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

.....

School-based administrators will submit a spreadsheet that includes the summative results for all components of the evaluation system including the final, overall summative rating to the Superintendent for the purpose of reviewing the employee's contract as required by Rule 6A5.030(2)(g)1., F.A.C.

Any TEACHER who receives an unsatisfactory rating on their evaluation shall be entitled to request an additional observation. In addition, the Superintendent will notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations as well as any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment as outlined in s. 1012.34(5), F.S.

The Employee will receive a copy of the final written evaluation no later than 10 days after the evaluation takes place. Such signature of the Employee shall indicate that the Employee has read the evaluation; however, such signature does not necessarily mean the Employee agrees with the evaluation. The Employee shall have the right to make any desired comments on the evaluation form, if necessary, and both the form and comments shall become part of the Employee's personnel file.

Amending Evaluations

Per SB736, school districts have 90 days from the release of state assessment data in which to amend evaluations if they were conducted prior to these results becoming available.

Evaluation Results

The evaluator or school-based administrator will discuss the written evaluation report with the employee. In addition, the district will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4).

1012.34 (4) NOTIFICATION OF UNSATISFACTORY PERFORMANCE.—If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

(a) Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

(b) 1. The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.

2. Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the district school board's election in accordance with one of the following procedures:

a. A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or

b. A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the district school board. A majority vote of the membership of the district school board shall be required to sustain or change the administrative law judge's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

Evaluation results will be reported to FDOE annually according to SB 736. This information will be posted on the FDOE website by district indicating the percentage of teachers which fall in each of the state's four rating categories.

7. District Self-Monitoring

Directions:

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

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

Annual Review of Evaluation System

The district's annual review of the teacher evaluation system takes place through collaboration of stakeholders throughout the year and during annual review meetings. The annual review process occurs over the summer (or when evaluations are complete) in a work session of district level and school level administrators. However, other stakeholders are involved through faculty meetings, informational materials, and individual meetings. In addition, teacher input throughout the year is gathered in order for principals to share this input at various times during the year as a part of monthly administrative meetings. Evaluation system data (rating labels, school assignments, data from classroom walk-throughs and observations, etc.) and student performance data are analyzed on an on-going basis to determine if evaluation system revisions are needed as well as professional development for the evaluator. Stakeholders that participate in the annual review of this evaluation system may include district level administrators, school level administrators, instructional personnel, and union representatives as appropriate.

Rubrics are reviewed, and changes are made as necessary. Improvements to the process are suggested, and these improvements are implemented as appropriate. Improvements to the evaluation system based on this annual review are made if applicable, and approval for requested changes is obtained from FDOE according to F.S.

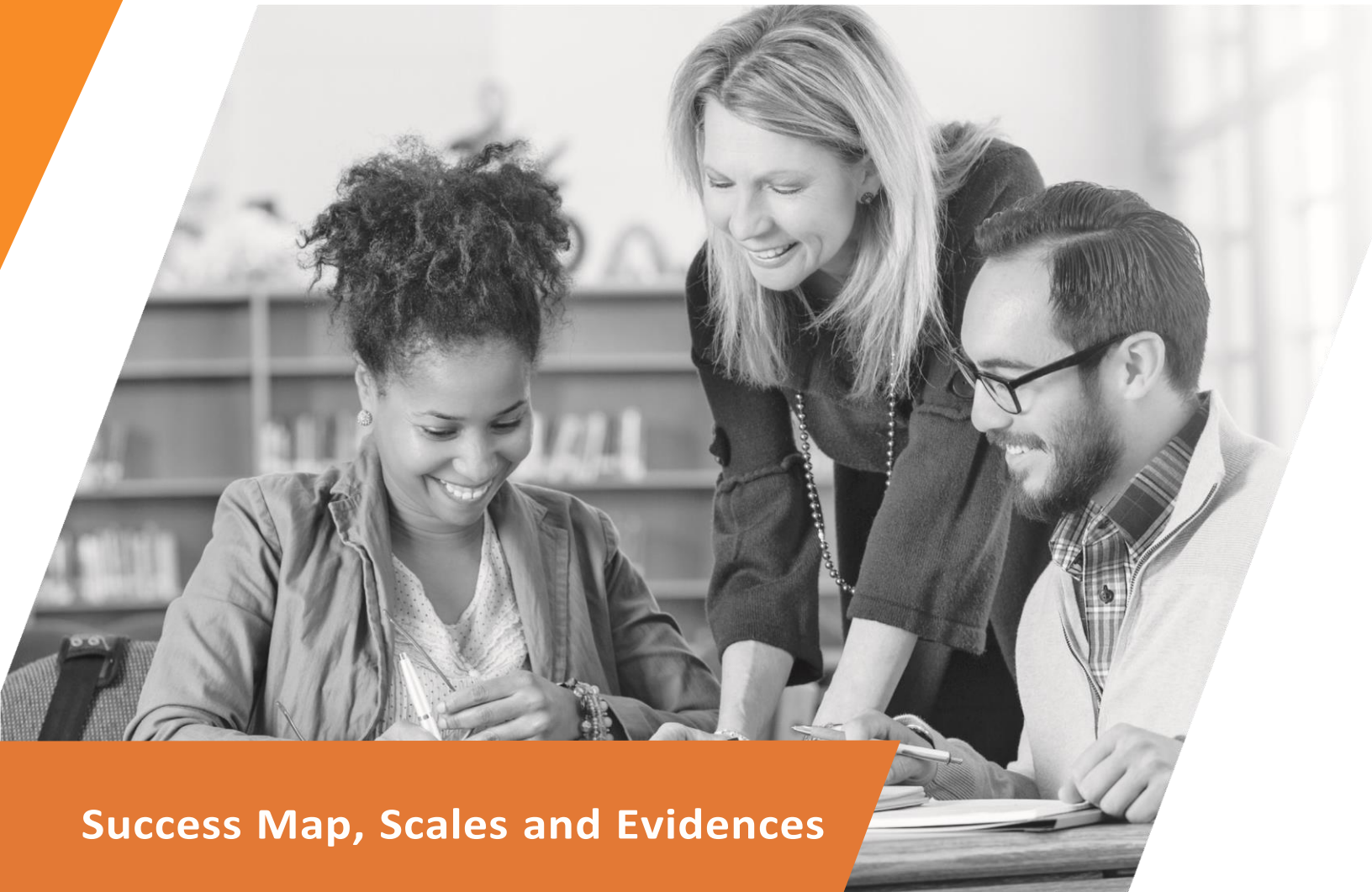
Self-monitoring is completed annually to ensure that evaluators provide necessary and timely feedback to employees being evaluated, evaluators follow district policies and procedures in the implementation of the evaluation system, use of evaluation data to identify professional development, and use of evaluation data to inform school and district improvement plans. The resulting improved system is shared with stakeholders through the mechanisms described herein.

8. Appendices

Marzano Focused Teacher Evaluation Model Protocol

Evaluation Instruments

Marzano Focused Teacher Evaluation Model



Success Map, Scales and Evidences

Prepared by
Learning Sciences Marzano Center
877.411.7114 | MarzanoCenter.com

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

STANDARDS-BASED PLANNING

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

CONDITIONS FOR LEARNING

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

STANDARDS-BASED INSTRUCTION

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

PROFESSIONAL RESPONSIBILITIES

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

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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 <i>(Required evidence in every lesson)</i>					
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					

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 <i>and</i> provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards--based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards--based units and lessons.

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 <i>and</i> lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards--based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards--based units and lessons.

Page 3

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 and/or adaptations 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 <i>and</i> provides evidence of 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.	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)

- | | |
|---|---|
| <input type="checkbox"/> Reteach or use a new teacher technique | <input type="checkbox"/> Modify the task |
| <input type="checkbox"/> Reorganize groups | <input type="checkbox"/> Provide additional resources |
| <input type="checkbox"/> Utilize peer resources | |

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in 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
- ☐ Modify task to appropriate chunk of content
- ☐ Reorganize groups
- ☐ Provide additional resources
- ☐ 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.	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
- ☐ ☐ Modify task
- ☐ ☐ Reorganize groups
- ☐ ☐ Provide additional resources
- ☐ ☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes

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

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check all that apply)

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check all that apply)

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When 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/or errors in reasoning within group interactions
- ☐ ☐ Explanations involve cultural 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 and defend 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 ☐ Modify task
☐ Utilize peer resources ☐ 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
- ☐ Modify task
- ☐ Reorganize groups
- ☐ Provide additional resources
- ☐ 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.	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
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ 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
- ☐ Utilize peer resources
- ☐ Reorganize groups
- ☐ Vary resources
- ☐ Modify task

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 <i>and</i> articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy

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

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

Example Teacher Evidence (Check all that apply)

- ☐ Participates in professional development opportunities
- ☐ Demonstrates content expertise and knowledge in the classroom
- ☐ Seeks mentorship from subject area experts
- ☐ Seeks mentorship from highly effective teachers
- ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrates a growth mindset and/or seeks feedback
- ☐ Implements a deliberate practice or professional growth plan
- ☐ Seeks innovative ways to improve student achievement
- ☐ 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 <i>and</i> provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Promoting Teacher Leadership and Collaboration

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

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

Example Teacher Evidence (Check all that apply)

- ☐ ☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ ☐ Documents specific situations of mentoring other teachers
- ☐ ☐ Works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ ☐ 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 <i>and</i> provides evidence of promoting leadership as a teacher and promoting a school--wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

School District of Gilchrist County

Category I Teachers: 1-3 Years of Service

Annual Performance Appraisal

Name: _____ Position: _____

Employee # _____ Course Code _____

School/Department: _____ School Year: _____ Years of Service: _____

Student Performance Component (45%)

Source Code: (check all that apply)

- ☐ A. Behavioral Event Interview ☐ B. Direct Documentation ☐ C. Indirect Documentation
☐ D. Training Programs Competency Acquisition ☐ E. Evaluatee Provided ☐ F. Confirmed Observation

Category Definitions

*(1) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.

*(2) Establish and maintain a positive relationship with the students' families to increase student achievement.

Category Score

Maximum Score – 45

Student Performance Component – FAST or Similar Assessment

Points Earned

70% or more (range based on matrix formula)

45

60%-69.9% (range based on matrix formula)

35

50%-59.9% (range based on matrix formula)

30

0%-49.9% (range based on matrix formula)

0

- ☐ Unsatisfactory – 0 ☐ Needs Improvement – 30 ☐ Effective – 35 ☐ Highly Effective – 45

Instructional Status Score (40%)

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the four domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: use the accompanying spreadsheet to compute the teacher's Overall Status Score. You will need to obtain data for each of the four domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in grey in the spreadsheet.

Domain 1 Sources of Evidence (select all that apply)

☐ Formal Observation

☐ Informal, Announced Observation

☐ Informal, Unannounced Observation

☐ Walkthrough

☐ Artifacts: _____

☐ Other: _____

Domain 2 Sources of Evidence (select all that apply)

☐ Planning (Pre) Conference

☐ Artifacts: _____

☐ Other: _____

Domain 3 Sources of Evidence (select all that apply)

☐ Self-Assessment

☐ Reflection (Post) Conference

☐ Professional Growth Plan

☐ Artifacts: _____

Evaluator Comments:

☐ Other: _____

Domain 4 Sources of Evidence (select all that apply)

☐ Conferences

☐ Discussions

☐ Artifacts: _____

☐ Other: _____

☐ **Highly Effective (40)**

☐ **Effective (37)**

☐ **Developing (34)**

☐ **Unsatisfactory (30)**

Overall Status Score of
3.5-4.0

Overall Status Score of
2.5-3.4

Overall Status Score of
1.5-2.4

Overall Status Score of
1.0-1.4

Deliberate Practice Score (15%)

The teacher's Deliberate Practice Score reflects his/her progress against specific Elements in the Four Domains of the Art and Science of Teaching Framework.

Directions: Identify the teacher's target element(s) for improvement. Then use the accompanying spreadsheet to compute the teacher's overall deliberate practice score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in grey in the spreadsheet.

Domain 1 Target Elements:

Routine Segments: _____

Content Segments: _____

On the Spot Segments: _____

Domain 1 Sources of Evidence (select all that apply)

☐ Personal Growth Plan

☐ Artifacts: _____

☐ Other: _____

Evaluator Comments:

☐ Highly Effective (15)

☐ Effective (13)

☐ Developing (10)

☐ Unsatisfactory (5)

Overall Status Score of
3.5-4.0

Overall Status Score of
2.5-3.4

Overall Status Score of
1.5-2.4

Overall Status Score of
1.0-1.4

OVERALL RATING

Total Score: _____

☐ Unsatisfactory: 0-59.9 ☐ Needs Improvement: 60-74.9 ☐ Effective: 75-89.9 ☐ Highly Effective: 90-100

Comments of the Evaluatee:

Comments of the Evaluator:

This evaluation has been discussed with me. ☐ **YES** ☐ **NO**

Signature of Evaluatee

Date

Signature of Evaluator

Date

Information from parents was collected and analyzed in the preparation of this report.

School District of Gilchrist County

Category II Teachers: More than 3 Years of Service

Annual Performance Appraisal

Name: _____ Position: _____

Employee # _____ Course Code # _____

School/Department: _____ School Year: _____ Years of Service: _____

Student Performance Component (45%)

Source Code: (check all that apply)

☐ A. Behavioral Event Interview ☐ B. Direct Documentation ☐ C. Indirect Documentation

☐ D. Training Programs Competency Acquisition ☐ E. Evaluatee Provided ☐ F. Confirmed Observation

Category Definitions

*(1) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification..

*(2) Establish and maintain a positive relationship with the students' families to increase student achievement.

Category Score

Maximum Score –45

Student Performance Component – FAST or Similar Assessment

Points Earned

70% or more (range based on matrix formula)

45

60%-69.9% (range based on matrix formula)

35

50%-59.9% (range based on matrix formula)

30

0%-49.9% (range based on matrix formula)

0

☐ Unsatisfactory: 0 ☐ Needs Improvement: 30 ☐ Effective: 35 ☐ Highly Effective: 45

Instructional Status Score (40%)

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the four domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: use the accompanying spreadsheet to compute the teacher's Overall Status Score. You will need to obtain data for each of the four domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in grey in the spreadsheet.

Domain 1 Sources of Evidence (select all that apply)

☐ Formal Observation

☐ Informal, Announced Observation

☐ Informal, Unannounced Observation

☐ Walkthrough

☐ Artifacts: _____

☐ Other: _____

Domain 2 Sources of Evidence (select all that apply)

☐ Planning (Pre) Conference

☐ Artifacts: _____

☐ Other: _____

Domain 3 Sources of Evidence (select all that apply)

☐ Self-Assessment

☐ Reflection (Post) Conference

☐ Professional Growth Plan

☐ Artifacts: _____

Evaluator Comments:

☐ Other: _____

Domain 4 Sources of Evidence (select all that apply)

☐ Conferences

☐ Discussions

☐ Artifacts: _____

☐ Other: _____

☐ **Highly Effective (40)**

☐ **Effective (37)**

☐ **Developing (34)**

☐ **Unsatisfactory (30)**

Overall Status Score of
3.5-4.0

Overall Status Score of
2.5-3.4

Overall Status Score of
1.5-2.4

Overall Status Score of
1.0-1.4

Deliberate Practice Score (15%)

The teacher's Deliberate Practice Score reflects his/her progress against specific Elements in the Four Domains of the Art and Science of Teaching Framework.

Directions: Identify the teacher's target element(s) for improvement. Then use the accompanying spreadsheet to compute the teacher's overall deliberate practice score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in grey in the spreadsheet.

Domain 1 Target Elements:

Routine Segments: _____

Content Segments: _____

On the Spot Segments: _____

Domain 1 Sources of Evidence (select all that apply)

☐ Personal Growth Plan

☐ Artifacts: _____

☐ Other: _____

Evaluator Comments:

☐ Highly Effective (15)

☐ Effective (13)

☐ Developing (10)

☐ Unsatisfactory (5)

Overall Status Score of
3.5-4.0

Overall Status Score of
2.5-3.4

Overall Status Score of
1.5-2.4

Overall Status Score of
1.0-1.4

OVERALL RATING

Total Score _____

☐ Unsatisfactory: 0-59.9 ☐ Needs Improvement: 60-74.9 ☐ Effective: 75-89.9 ☐ Highly Effective: 90-100

Comments of the Evaluatee:

Comments of the Evaluator:

Information from parents was collected and analyzed in the preparation of this report

This evaluation has been discussed with me. ☐ **YES** ☐ **NO**

Signature of Evaluatee

Date

Signature of Evaluator

Date

