School District of Nassau County

Instructional Personnel Evaluation System

Dr. Kathy K. Burns,
Superintendent of Schools

Scott D. Hodges,
Director of Human Resources

Effective Date   **SBR 6A-5.030**

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview

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

In fulfillment of Florida Statute 1012.34, Personnel Evaluation Procedures and Criteria, the Superintendent has established administrative procedures for evaluating the performance of instructional personnel, who are employed by the school district under a collective bargaining agreement, for the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in the Nassau County School District.

To fulfill the aforementioned purpose, the Nassau County School District utilizes the researched-based Marzano Focused Teacher Evaluation Model. The goal of this model "is for teachers to incrementally increase their expertise in teaching year to year, and therefore, incrementally increase their ability to raise student learning gains year to year." Additionally, it is designed "to help teachers successfully implement state content standards, close the achievement gap for students, and support all students to achieve mastery of the standards through classroom-based evidences." The Nassau County School District also uses the research-based Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, designed to enable non-classroom instructional personnel (NCIPs) to effectively support classroom teachers and students to accomplish the purpose of this evaluation system as stated above.

See Appendix F for a detailed description of the "Procedures for Conducting Observations and Evaluations.

Part II: Evaluation System Requirements

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

System Framework

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

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

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

Training

☒ The district provides training programs and has processes that ensure

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

Data Inclusion and Reporting

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

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

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

Evaluation Procedures

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

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

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

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

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

Use of Results

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

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

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

Notifications

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

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

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

District Self-Monitoring

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

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

Part III: Evaluation Procedures

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

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

Table 1

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	During August or September, of each year, as part of the District's Required Annual Training.	Administrators present a district developed PowerPoint during a faculty meeting which includes a review of FS 1012.34 and the Evaluation System and Procedures. The PowerPoint is also posted on the district's website for review. Personnel can pose questions to their administrators and/or to the Directors of Human Resources and Professional Development.
Newly Hired Classroom Teachers	Throughout the months of June and July, one-day Instructional Employment meetings are conducted. All new hires are required to attend one of those sessions.	During the Instructional Employment meeting, the Human Resources Department staff reviews FS 1012.34 and presents an overview of the Evaluation System and Procedures, utilizing a PowerPoint presentation. A time for questions and answers is always designated.
	In July, a two-day New Teacher / Instructional Employee Orientation session is conducted. All new hires are required to attend.	During the Instructional Employee Orientation sessions, the evaluation process is reviewed, to include an in-depth review of the Marzano Models. A time for questions and answers is always designated.
	During August or September, as part of the District's Required Annual Training.	During a faculty meeting at the beginning of the school year, the district developed PowerPoint is presented, which includes a review of FS 1012.34 and the Evaluation System and Procedures. A time for questions and answers is always designated.
Late Hires	At the time of hire, in a one-on-one presentation and also in January of each year in a meeting for late hires. Those hired after January, are informed at the time of hire and are required to view the district developed PowerPoint.	At the time of hire, the PowerPoint slides used during the Instructional Employment meeting, conducted by the Personnel staff are reviewed. In January of each year, a meeting is conducted for late hires and the district developed PowerPoint is presented. Additionally, the information presented during the New Teacher/Instructional Employee Orientation is also covered.

Effective Date: **SBR 6A-5.030**   **Form IEST2018**

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

Table 2

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Classroom Teachers: 2 total 1 informal and 1 formal Non-classroom Teachers: 2 total 1 informal and 1 formal	September through March 15th. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation.
Hired after the beginning of the school year	Classroom Teachers: 2 total 1 informal and 1 formal Non-classroom Teachers: 2 total 1 informal and 1 formal	Time of hire through March 15th. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation.
Newly Hired Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Classroom Teachers and Non-classroom Teachers in Category NCD-A: 6 total 2 informals and 1 formal as part of the Mid-point Evaluation 2 informals and 1 formal as part of the Final Evaluation	For Midpoint Evaluations, September through December15th. For Final Evaluations, January through March15th. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation.

Table 2, continued

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Newly Hired Classroom and Non-Classroom Teachers, *continued*			
Hired before the beginning of the school year, *continued*	Non-classroom Teachers: 3 total 2 informals and 1formal as part of the Final Evaluation	For Final Evaluations, September through March 15th. A Mid-point Evaluation is not required for non-classroom teachers, except those in Category NCD-A. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation.
Hired after the beginning of the school year	Classroom Teachers and Non-classroom Teachers in Category-NCD-A: 6 total 2 informals and 1 formal as part of the Mid-point Evaluation 2 informals and 1 formal as part of the Final Evaluation	For Mid-point Evaluations, time of hire through December 15th. For Final Evaluations, January/time of hire through March15th. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation
Hired after the beginning of the school year	Non-classroom Teachers: 3 total 2 informals and 1formal as part of the Final Evaluation	For Final Evaluations, time of hire through March 15th. A Mid-point Evaluation is not required for non-classroom teachers, except those in Category NCD-A. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation.

Administrators are allowed and encouraged to conduct more observations than the required numbers listed above.

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

Table 3

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluations Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1 total	Final evaluations occur after student performance data becomes available, generally August-October of the following school year.	Final evaluation results are communicated August – October of the following school year.
Hired after the beginning of the school year	1 total	Final evaluations occur after student performance data becomes available, generally August-October of the following school year.	Final evaluation results are communicated August – October of the following school year.
Newly Hired Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Classroom Teachers and Non-classroom Teachers in Category NCD-A: 2 total, comprised of a Mid-point and a Final Evaluation Non-classroom Teachers: 1 Final Evaluation	Midpoint evaluations occur in January. Final evaluations occur after student performance data becomes available, generally August - October of the following school year.	Midpoint evaluation results are communicated in January. Final evaluation results are communicated August – October of the following school year.
Hired after the beginning of the school year	Classroom Teachers and Non-classroom Teachers in Category NCD-A: 2 total, comprised of a Mid-point and a Final Evaluation Non-classroom Teachers: 1 Final Evaluation	Midpoint evaluations occur in January. Final evaluations occur after student performance data becomes available, generally in August – October of the following school year.	Midpoint evaluation results are communicated in January. Final evaluation results are communicated August – October of the following school year.

In compliance with FS 1012.34(3)(a), classroom teachers who are employed after the start of the school year, too late to receive two (2) evaluations in that school year, must receive two (2) evaluations in the following school year. One of the two evaluations to be completed in the second year of employment, must be completed within a year of the original hire date.

Part IV: Evaluation Criteria

A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Nassau County, instructional practice accounts for 65% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Calculation of the Instructional Practice (IP) Score for Classroom and Non-classroom Teachers.

- The Instructional Practice Score, comprised of the formative ratings noted in Table 4, is automatically calculated within the iObservation platform and comprises 65% of the evaluation, which comprises the total instructional practice score.

- The Instructional Practice Score averages the instructional personnel's ratings across observed elements within the Marzano Framework to result in a score as described below.

- The weight of each domain is accounted for in the instructional practice score as follows: Domain I – 20%, Domain 2 – 30%, Domain 3 – 30% and Domain 4 – 20%, for a total of 100%. Each domain score is derived from the average of the ratings within the domain multiplied by the domain weight. The overall IP Score is the total of the weighted domain scores.

- Step 1: Domain Weight X Domain Average = Weighted Score

- Step 2: Domain1 Weighted Score + Domain 2 Weighted Score + Domain 3 Weighted Score + Domain 4 Weighted Score = Overall IP Score

Example

- Domain 1: 20% (Domain Weight) * 3.25 (Domain Average) = .65 (Weighted Score)
- Domain 2: 30% * 2.7 = .81
- Domain 3: 30% * 3.8 = .1.14
- Domain 4: 20% * 2.5 = 0.5
- IP Score: .65 + .81 + 1.14 + 0.5 = 3.10
- IP Score for Summative Evaluation: 3.10 * 65% = 2.015 Rounded to 2.02

Domain Elements (Marzano Scale) (Table 4)

	4	3	2	1	0
Formative Rating Used For Each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

Instructional Practice Score for Instructional Personnel – Marzano Model (Table 5)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0 – 1.49

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Nassau County, other indicators of performance account for 0% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

C. Performance of Students

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

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

Calculation of the Student Performance Evaluation (SPE) Score for Classroom and Non-classroom Teachers/Non-Classroom Instructional Personnel (NCIPs)

- The percentage of the evaluation based on the performance of students is 35%.

- Student performance will be measured through achievement/proficiency/growth on assessments as delineated in Appendix D and will be incorporated into the evaluation calculation based on the scale in Table 6.

District Student Performance Measures - Percent & Assigned Student Performance Evaluation (SPE) Score (Table 6)

% of Students Demonstrating Achievement/Proficiency/Growth And Score to be Assigned Denoted in ( )s.	
80.00 -100.00	(4.00)
75.00 -79.99	(3.75)
70.00-74.99	(3.50)
65.00-69.99	(3.25)
60.00-64.99	(3.00)
54.00-59.99	(2.75)
48.00-53.99	(2.50)
42.00-47.99	(2.25)
35.00-41.99	(2.00)
17.00-34.99	(1.50)
0.00-16.99	(1.00)

Student Performance Evaluation Calculation Example (Table 7)

Assessment(s) Used	Year(s)	Gr	Total # Students	# Meeting Expectation	% Meeting Expectation	SPE Score
Techer Developed Tests	17-18	HS	25	20		
AP Exam	16-17	HS	19	10		
Industry Certification	15-16	HS	65	62		
			109	**92**	**84.40**	**4.00**

To calculate the Student Performance Evaluation Score, the steps below should be followed:
1. Calculate the total number of students assigned to the teacher over the course of three (3) years, or for the number of years for which data are available, for all assessments.
2. Calculate the total number of students who have "Met Expectation" over the course of three (3) years, or for the number of years for which data are available, for all assessments.
3. Determine the Percent (%) of students "Meeting Expectation" by dividing the Total Number of Students Meeting Expectation by the Total Number of Students.
4. Using Table 6, convert the Percent (%) of students "Meeting Expectation" to be used in the calculation of the SPE Score (84.40%) to the Assigned Score to be used as part of the Final Summative Score, assigning the teacher a Student Performance Evaluation Score of 4.

Only students who are verified through the roster verification process will be considered in the teacher's student performance calculation.

Additional Guidelines in Calculating the Student Performance Evaluation Score

For a student to be included in a teacher's student performance data calculation, he/she must have been enrolled in the course(s) for 80% of the course term.

Teacher Developed Tests

- Every student enrolled in the class will take the end of course examination.

- Teachers who test less than 95 percent of the students enrolled in their class may not receive a student performance evaluation score of above 79 percent.

- If a student does not take the end of course examination, his/her score will be regarded as a zero (0) for the purposes of calculating the teacher's student performance score, unless there are extenuating circumstances.

Industry Certification Examinations

- All students enrolled in a CTE course will take an Industry Certification Examination or a Teacher Developed Test, if applicable.

- Examinations will be administered online or paper/pencil.

- Teachers who test less than 95 percent of the students enrolled in their class may not receive a student performance evaluation score of above 79 percent.

- If a student does not take the industry certification examination, where applicable, his/her score will be regarded as a zero (0) for the purposes of calculating the teacher's student performance evaluation score, unless there are extenuating circumstances.

Dual Enrollment Examinations

- All students enrolled in a Dual Enrollment course taught on a NCSB campus will be administered a comprehensive final examination that has been approved by the college.

- NCSB teachers and Florida State College of Jacksonville (FSCJ) professors will collaborate on the development of these examinations.

- Examinations will be administered online or paper/pencil.

- Every student enrolled in the class will take the end of course examination.

- Teachers who test less than 95 percent of the students enrolled in their class may not receive a student academic performance evaluation score of above 79 percent.

- If a student does not take the Dual Enrollment examination, his/her score will be regarded a zero (0) for the purposes of calculating the teacher's student academic performance evaluation score, unless there are extenuating circumstances.

Advanced Placement Examinations

- All students enrolled in an AP course will take an AP examination.

- Examinations will be administered online or paper/pencil.

- Teachers who test less than 95 percent of the students enrolled in their class may not receive a student academic performance evaluation score of above 79 percent.

- If a student does not take the AP examination, where applicable, his/her score will be regarded as a zero (0) for the purposes of calculating the teacher's student performance evaluation score, unless there are extenuating circumstances.

D. Summative Rating Calculation

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

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

Calculation of Final/Summative Evaluation Score and Rating

- The final / summative evaluation score and rating for instructional personnel, both classroom and non-classroom instructional personnel, will take into account the Instructional Practice (IP) score (65%) and the Student Performance Evaluation (SPE) Score (35%).

- See example below which demonstrates the calculation of an instructional employee with an Instructional Practice Score of 3.12 and a Student Performance Evaluation Score of 3.00.

District's Calculation of Final/ Summative Evaluation Score and Rating (Table 8)

Instructional Practice (IP) Score
Multiply by 0.65
IP Score (3.10) X % of Evaluation (.65) = 2.015 Rounded to 2.02
PLUS
Student Performance Evaluation (SPE) Score
Multiply by 0.35
(62% of the teacher's students achieved the required achievement /proficiency level(s) which equated to an SPE Score of 3.00 based on the information in Table 6)
SPE Score (3.00) X % of Evaluation (.35) = 1.05
EQUALS
Final Evaluation Score and Rating
2.02 + 1.05 = 3.07 Rounded to 3.1
Effective

District's Final Evaluation Rating Rubric (Table 9)

Highly Effective	Effective	Needs Improvement Or Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	0.0 – 1.4

As noted in the table above, an instructional employee's Final Evaluation Rating Score can fall into one of four (4) levels of performance as required by and delineated in Statute.

a. Highly Effective
b. Effective
c. Needs Improvement/Developing. The *Developing* level addresses teachers who have zero to three (0-3) years of instructional experience.
d. Unsatisfactory

Fourth Grade Teacher Earning a Highly Effective Summative Performance Rating – Table 10

Instructional Practice (IP) Score

Multiply by 0.65

IP Score (3.45) X % of Evaluation (.65) = 2.24

PLUS

Student Performance Evaluation (SPE) Score

Multiply by 0.35

(82% of the teacher's students achieved the required achievement /proficiency level(s) which equated to an SPE Score of 4.00 based on the information in Table 6)

SPE Score (4.00) X % of Evaluation (.35) = 1.40

EQUALS

Final Evaluation Score and Rating
2.24 + 1.40 = 3.64 Rounded to 3.6
Highly Effective

Ninth Grade Teacher Earning an Unsatisfactory Summative Performance Rating – Table 11

Instructional Practice (IP) Score

Multiply by 0.65

IP Score (1.25) X % of Evaluation (.65) = 0.81

PLUS

Student Performance Evaluation (SPE) Score

Multiply by 0.35

(32% of the teacher's students achieved the required achievement /proficiency level(s) which equated to an SPE Score of 1.50 based on the information in Table 6)

SPE Score (1.50) X % of Evaluation (.35) = 0.525 Rounded to 0.53

EQUALS

Final Evaluation Score and Rating
0.81 + 0.53 = 1.34 Rounded to 1.3
Unsatisfactory

Appendix A – Evaluation Framework Crosswalk

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

The Florida Educator Accomplished Practices Alignment to the Marzano Focused Teacher Evaluation Model for Standards-Based Classrooms

PRACTICE	EVALUATION INDICATORS
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s)
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	• Planning Standards-Based Lessons/Units Aligning Resources to Standard(s)
c. Designs instruction for students to achieve mastery;	• Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data
d. Selects appropriate formative assessments to monitor learning;	• Using Formative Assessment to Track Progress
e. Uses diagnostic student data to plan lessons; and,	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data • Using Formative Assessment to Track Progress
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	• Aligning Resources to Standard(s) • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies
b. Manages individual and class behaviors through a well-planned management system;	• Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	• Communicating High Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural, linguistic and family background;	• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap

Effective Date: SBR 6A-5.030   **Form IEST2018**

| PRACTICE	EVALUATION INDICATORS
e. Models clear, acceptable oral and written communication skills;	• Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Adhering to School and District Policies and Procedures • Promoting Teacher Leadership and Collaboration
f. Maintains a climate of openness, inquiry, fairness and support;	• Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Promoting Teacher Leadership and Collaboration
g. Integrates current information and communication technologies;	• Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data • Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,	• Planning to Close the Achievement Gap Using Data • Organizing Students to Interact with Content • Establishing and Maintaining Effective Relationship in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Maintaining Expertise in Content and Pedagogy
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	• Planning to Close the Achievement Gap Using Data • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Maintaining Expertise in Content and Pedagogy
3. **Instructional Delivery and Facilitation**. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	• Planning to Close the Achievement Gap Using Data • Using Questions to Help Students Elaborate on Content • Helping Student Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Revise Knowledge • Organizing Students to Interact with Content • Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	• Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Student 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
c. Identify gaps in students' subject matter knowledge;	• Organizing Students to Interact with Content • Using Engagement Strategies • Planning Standards-Based Lessons/Units Identifying Critical Content from the Standards • Using Formative Assessment to Track Progress

PRACTICE	EVALUATION INDICATORS
d. Modify instruction to respond to preconceptions or misconceptions;	• Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) • Identifying Critical Content from the Standard(s) • Previewing New Content • Reviewing Content • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Using Formative Assessment to Track Progress
e. Relate and integrate the subject matter with other disciplines and life experiences;	• Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
f. Employ higher-order questioning techniques;	• Using Questions to Help Students Elaborate on Content • Helping Student Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • 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 Student 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 • Using Formative Assessment to Track Progress
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	• Planning to Close the Achievement Gap Using Data • 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 Student 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
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	• Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap

Effective Date: SBR 6A-5.030   Form IEST2018

PRACTICE	EVALUATION INDICATORS
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	• Planning to Close the Achievement Gap Using Data • 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 Student 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
4. Assessment. The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	• Planning to Close the Achievement Gap Using Data • Using Formative Assessment to Track Progress • Communicating High Expectations for Each Student to Close the Achievement Gap
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	• Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data • Using Formative Assessment to Track Progress
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	• Planning to Close the Achievement Gap • Using Data • Using Formative Assessment to Track Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	• Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data • Using Formative Assessment to Track Progress
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	• Planning to Close the Achievement Gap • Using Data • Providing Feedback and Celebrating Progress • Communicating High Expectations for Each Student to Close the Achievement Gap
f. Applies technology to organize and integrate assessment information.	• Aligning Resources to Standard(s) • Using Formative Assessment to Track Progress
5. Continuous Professional Improvement. The effective educator consistently:	
a. Designs purposeful goals to strengthen the effectiveness of instruction based on students' needs;	• Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	• Maintaining Expertise in Content and Pedagogy
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	• Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	• Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	• Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	• Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.
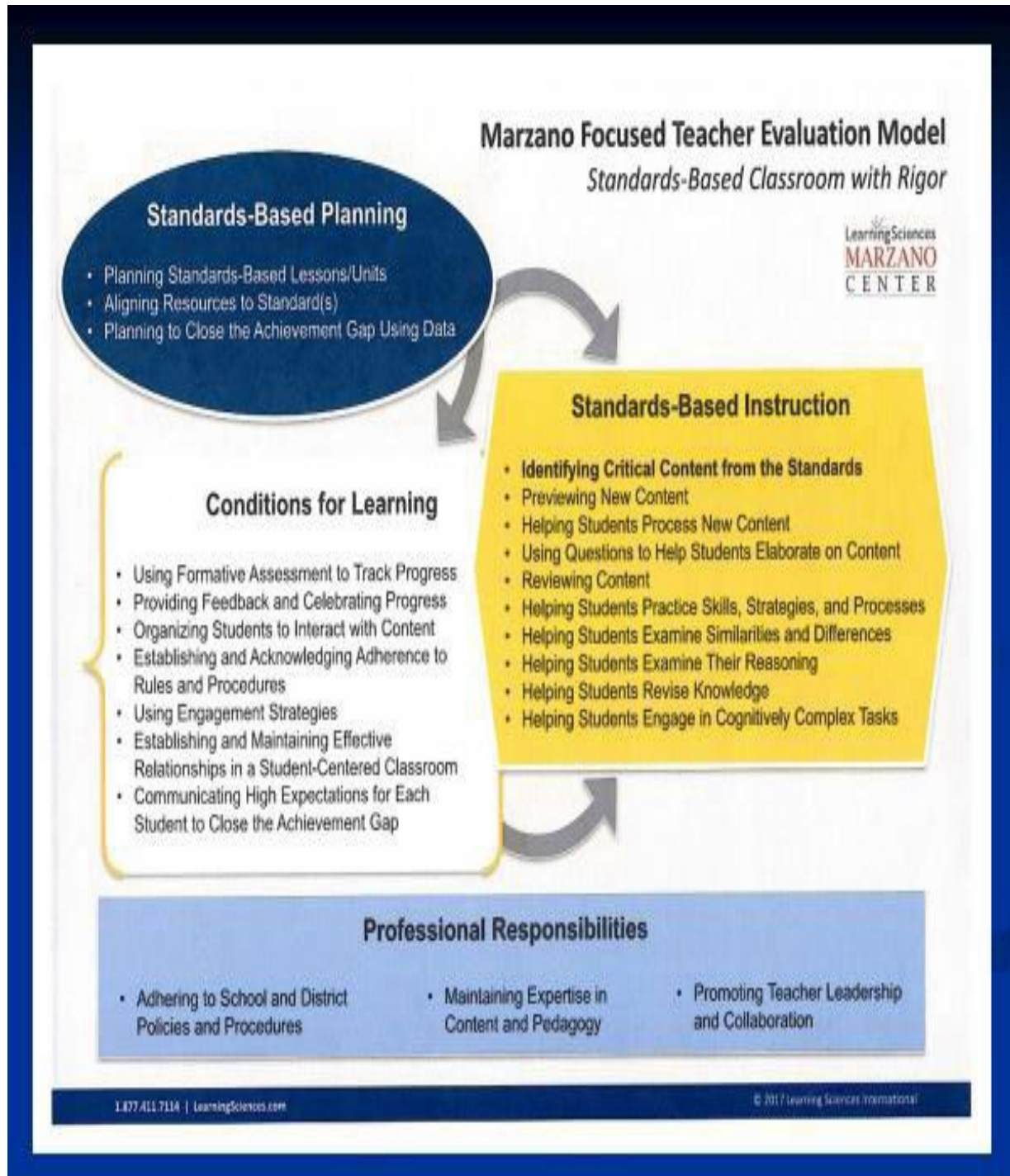
Marzano Focused Teacher Evaluation Model - Universal

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards *(Required evidence in every lesson)*					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILTIES	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 lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence

- ✔ 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

- ✔ 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)
Teacher 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, the teacher attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Teacher helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

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
- 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
- Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- Planned resources include those specific to students' culture
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Teacher helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

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

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

Planning Evidence

- ✔ 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, and cite the data and rationale used to select that accommodation
- ✔ 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 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

- ✔ 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
- ✔ 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)
- ✔ Information about student progress is regularly sent home

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Teacher attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Teacher 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 any technique used in the lesson)

- ✔ 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
- ✔ 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 any category used in the lesson)

- ✔ 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 All 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.)

- ✔ 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

- ✔ 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.	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, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	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. 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 any technique used in the lesson)

- ✔ 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 any category used in the lesson)

- ✔ 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 All 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.)

- ✔ 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

- ✔ 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.	Teacher 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.	Teacher 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 any technique used in the lesson)

- ✔ 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 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 any category used in the lesson)

- ✔ 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 All 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.)

- ✔ 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
- ✔ 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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher 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.	Teacher 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 linear 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 any technique used in the lesson)

- ✔ Use a linear sequence of increasingly complex questions as it relates to the content (text)
- ✔ 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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ✔ 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 All 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.)

- ✔ 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

- ✔ 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.	Teacher uses a linear 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.	Teacher uses a linear 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 any technique used in the lesson)

- ✔ 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 any category used in the lesson)

- ✔ 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.)

- ✔ 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

- ✔ Reteach or use a new teacher technique
- ✔ Reorganize groups
- ✔ Utilize peer resources
- ✔ Modify task
- ✔ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher 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.	Teacher 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 any technique used in the lesson)

- ✔ 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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ✔ 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.)

- ✔ 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

- ✔ Reteach or use a new teacher technique
- ✔ Reorganize groups
- ✔ Utilize peer resources
- ✔ Modify task
- ✔ Provide additional resources

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

Helping Students Examine Similarities and Differences

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ✔ 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 All 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.)

- ✔ 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

- ✔ Reteach or use a new teacher technique
- ✔ Reorganize groups
- ✔ Utilize peer resources
- ✔ Modify task
- ✔ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check any technique used in the lesson)
- ✔ 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 any category used in the lesson)
- ✔ 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.)
- ✔ 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
- ✔ 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.	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, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	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. 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 engages students in revision of 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 any technique used in the lesson)

- ✔ 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

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ✔ 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 All 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.)

- ✔ 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

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

- ✔ Reteach or use a new teacher technique
- ✔ Utilize peer resources
- ✔ Modify task
- ✔ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher 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.	Teacher 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 any technique used in the lesson)
- ✔ 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 any category used in the lesson)
- ✔ 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.)
- ✔ 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

- ✔ Utilize different coaching/facilitation techniques
- ✔ Reorganize groups
- ✔ Utilize peer resources
- ✔ Modify task
- ✔ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	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. 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.

Effective Date: SBR 6A-5.030   **Form IEST2018**

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 any technique used in the lesson)

- ✔ 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.)

- ✔ 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

- ✔ 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.	Teacher 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.	Teacher 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 any technique used in the lesson)

- ✔ 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.)

- ✔ 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

- ✔ 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.	Teacher 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.	Teacher 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 any technique used in the lesson)

- ✔ 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.)

- ✔ 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

- ✔ 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.	Teacher organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Teacher 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 any technique used in the lesson)

- ✔ 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.)

- ✔ 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

- ✔ 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.	Teacher 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.	Teacher 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.

Effective Date:　　　　　　　　　　**SBR 6A-5.030**　　　　　　　　　　**Form IEST2018**

Using Engagement Strategies

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

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

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ✔ 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 cognitively engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ✔ Behaviors show awareness that the teacher is noticing students' level of engagement
- ✔ Behaviors show the engagement strategy increases cognitive engagement
- ✔ Student-centered tasks and processes produce high levels of cognitive 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
- ✔ Multiple students or the entire class respond to questions posed by the teacher
- ✔ Artifacts/student work indicate students are cognitively engaged in the critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher uses engagement strategies to cognitively engage or re-engage students with 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.	Teacher uses engagement strategies to cognitively 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 any technique used in the lesson)
- ✔ 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 growt h 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.)

- ✔ 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

- ✔ 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 any technique used in the lesson)

- ✔ 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.)

- ✔ 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

- ✔ 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.	Teacher 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.	Teacher 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

- ✔ 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)
Teacher makes no attempt to adhere to school and district policies and procedures.	Teacher inconsistently adheres to school and district policies and procedures.	Teacher adheres to school and district policies and procedures.	Teacher adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Teacher 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

- ✔ Participates in professional development opportunities
- ✔ 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)
Teacher makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Teacher attempts to deepen knowledge in content area and classroom instructional strategies.	Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Teacher continually deepens knowledge in content and classroom instructional strategies *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Teacher 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

- 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)
Teacher makes no attempt to promote teacher leadership and a culture of collaboration.	Teacher attempts to promote teacher leadership and a culture of collaboration.	Teacher promotes teacher leadership and a culture of collaboration.	Teacher promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Teacher helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.
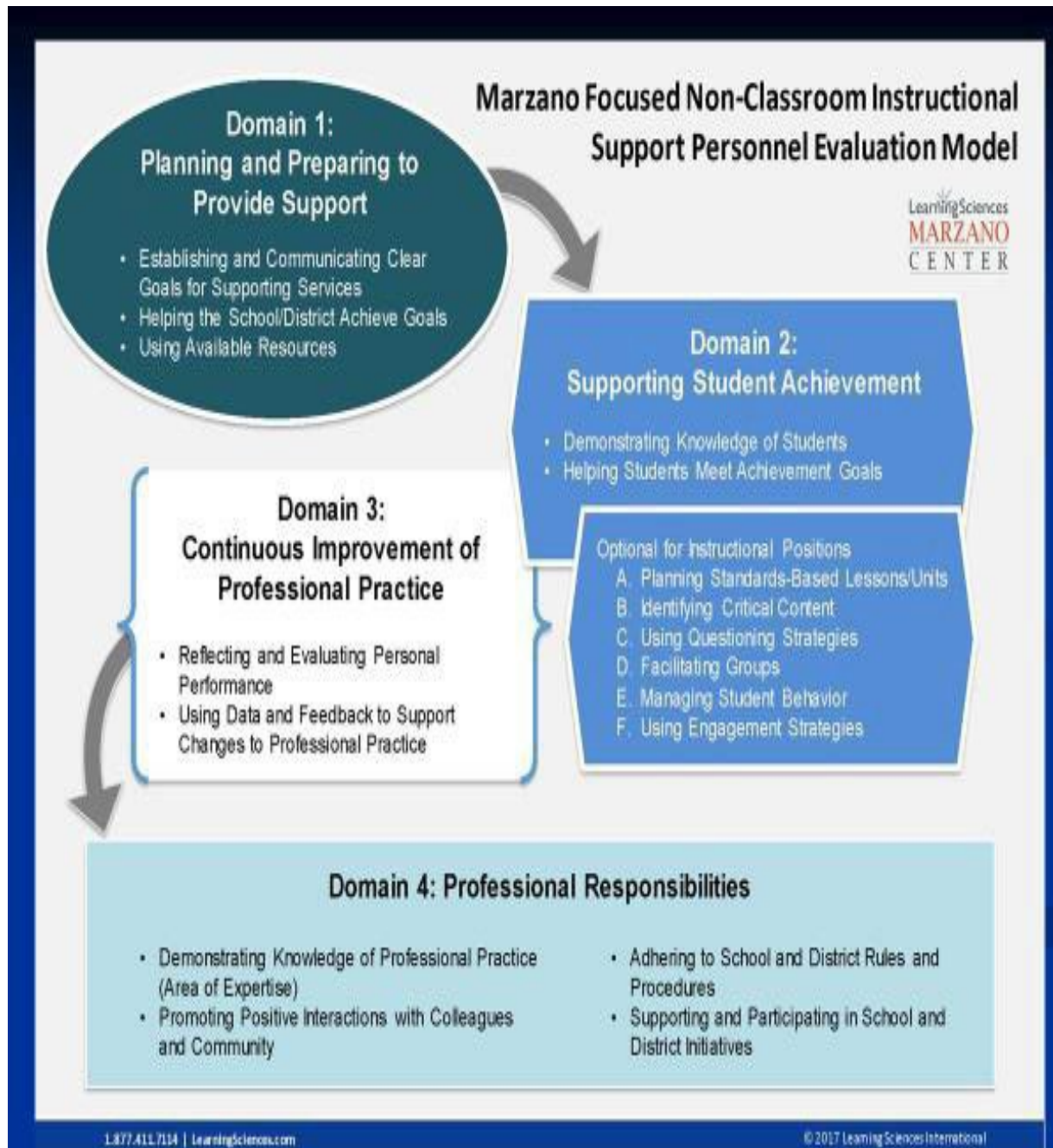
Marzano Focused Non-Classroom
Instructional Support Personnel Evaluation Model

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

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

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

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

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

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

If Applicable

	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Identifying Critical Content					
Using Questioning Strategies					
Facilitating Groups					
Managing Student Behavior					
Using Engagement Strategies					

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

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

DOMAIN 4: PROFESSIONAL RESPONSIBILITES

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

Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Desired Effect: School/district knows the supporting services provided by the instructional support member.
Example Instructional Support Member Evidence (Check all that apply)   ✔ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school   ✔ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals   ✔ Communicates goals to appropriate school or district personnel   ✔ References and updates goals and plan for support throughout the year   ✔ Goals confirm knowledge consistent with professional area of responsibility   ✔ Supporting services demonstrate knowledge of human growth and development   ✔ Data are used in the planning and goal setting process   ✔ Elicits input from school regarding needed services and support   ✔ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services
Example Implementation Evidence (Check all that apply)   ✔ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district   ✔ Explains how goals support and align with school and/or district goals.   ✔ Explains how data were used to establish goals   ✔ Explains how their actions and/or activities relate to the goals   ✔ Artifacts support clear communication of goals

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

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

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

Helping the School/District Achieve Goals
Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.
Desired Effect: Instructional support member helps the school/district achieve goals.
Example Instructional Support Member Evidence (Check all that apply) ✔ Demonstrates knowledge of school/district goals ✔ Goals to provide services align with and support the school/district goals ✔ Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in committees, working with student groups, advising, etc.) ✔ Maintains accurate records of support provided that help the school/district achieve goals ✔ Provides accurate and relevant input to support the school/district
Example Implementation Evidence (Check all that apply) ✔ Artifacts reveal the instructional support member helped individual or groups of students achieve goals ✔ Artifacts reveal the instructional support member achieved goals to provide supporting services ✔ Artifacts confirm the instructional support member helped the school/district achieve goals ✔ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals

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

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

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

Using Available Resources
Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.
Desired Effect: The use of available resources provides supporting services to the school/district.
Example Instructional Support Member Evidence (Check all that apply)   ✔ Resources are identified and reflected in planning documents   ✔ Resources are used to enhance the implementation of goals for supporting services   ✔ Technology resources are identified within plans, as appropriate, to support implementation of supporting services   ✔ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals   ✔ Data are used as a resource when planning support   ✔ Resources are used appropriately to support the school/district   ✔ Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)
Example Implementation Evidence (Check all that apply)   ✔ Identifies resources implemented within the school community that enhance supporting services   ✔ Artifacts show the use of available resources provided support for the school   ✔ Data substantiates the use of resources in implementing goals for support services and/or instructional activities   ✔ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities   ✔ Artifacts demonstrate the use of technology enhanced supporting services

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

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

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

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students
Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.
Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.
Example Instructional Support Member Evidence (Check all that apply) ✔ Identifies students with unique needs ✔ Communicates expectation for each student to be successful ✔ Advocates for students who need accommodations and/or modifications to the curriculum ✔ Seeks appropriate services to help students with unique needs ✔ Identifies families to assist with learning how to plan and advocate for their student ✔ Collaborates with other school personnel to help students with unique needs to meet achievement goals ✔ Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds ✔ Extinguishes negative comments about students with unique needs, interests, and/or backgrounds ✔ Demonstrates knowledge of human growth and development ✔ Recognizes and addresses student needs and interests during interactions ✔ Identifies equity issues for students (when appropriate) ✔ Helps students learn how to become self-advocates
Example Implementation Evidence (Check all that apply) ✔ Provides appropriate services to help students with unique needs ✔ Assists families in learning to plan and advocate for their student ✔ Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs ✔ Artifacts support identification of students who need special assistance ✔ Explains how accommodations and/or modifications help address the unique needs of students ✔ Artifacts demonstrate support of individual students to meet achievement goals ✔ Artifacts reveal that students receive appropriate modifications or accommodations ✔ Actively addresses equity issues for students (when appropriate) ✔ Students identify the instructional support member as one who advocates for them ✔ Artifacts demonstrate students act as self-advocates ✔ Explains how knowledge of the unique needs of students helps support students in achievement of their goals

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

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

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

Helping Students Meet Achievement Goals

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

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

Example Instructional Support Member Evidence (Check all that apply)

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

Example Implementation Evidence (Check all that apply)

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

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

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

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

If Applicable

A. Planning Standards-Based Lessons/Units
Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

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

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

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

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

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

B. Identifying Critical Content

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

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

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

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. Check all that apply.)

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

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

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

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

C. Using Questioning Strategies
Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.
Desired Effect: Students accurately elaborate on content.
Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply) ✔ Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time ✔ Asks detail questions ✔ Asks category questions ✔ Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations, etc.) ✔ Asks students to provide evidence (e.g. prior knowledge, textual evidence, etc.) for their elaborations ✔ Presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught ✔ Models the process of using evidence to support elaboration ✔ Models processes and proficiencies to support mathematical elaboration ✔ Models implementation of appropriate wait time when questioning
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. Check all that apply.) ✔ Answer detail questions about the content ✔ Identify characteristics of content-related categories ✔ Make general elaborations about the content ✔ Provide evidence and support for elaborations ✔ Identify basic relationships between ideas and how one idea relates to another ✔ Artifacts/student work demonstrate students can make well-supported elaborative inferences ✔ Discussions demonstrate students can make well-supported elaborative inferences ✔ Discussions are grounded in evidence from text, both literary and informational ✔ Discussions and student work provide evidence of mathematical elaboration

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

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

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

D. Facilitating Groups

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

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

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

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

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

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

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

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

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

Effective Date: **SBR 6A-5.030**   **Form IEST2018**

E. Managing Student Behavior

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

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

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

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

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

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

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

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

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

F. Using Engagement Strategies

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

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

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

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

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

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

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

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

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

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance
Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.
Example Instructional Support Member Evidence (Check all that apply) ✔ Uses a reflection process for analysis of specific strengths and weaknesses ✔ Keeps track of specifically identified focus areas for improvement ✔ Identifies and keeps track of specific areas identified based on individual interest ✔ Describes how specific areas for improvement are identified ✔ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility ✔ Provides a written analysis of specific causes of success or difficulty ✔ Explains the differential effects of specific strategies and behaviors that yield results ✔ Exhibits characteristics of a growth mindset

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

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

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

Using Data and Feedback to Support Changes to Professional Practice

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

Desired Effect: Instructional support member demonstrates professional growth.

Example Instructional Support Member Evidence (Check all that apply)

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

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

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

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

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)
Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.
Example Instructional Support Member Evidence (Check all that apply) ✔ Participates in professional development opportunities ✔ Demonstrates knowledge of processes and protocols associated with professional area of expertise ✔ Demonstrates knowledge of state and federal laws associated with professional area of expertise ✔ Keeps record of specific situations during which he/she mentored other instructional support members ✔ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways ✔ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors ✔ Leads or facilitates professional development activities ✔ Disseminates information in an accurate manner ✔ Provides accessibility for professional services to students and school ✔ Describes specific situations in which he/she has mentored colleagues to share expertise ✔ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

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

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

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

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

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

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

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

Adhering to School and District Policies and Procedures
Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.
Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.
Example Instructional Support Member Evidence (Check all that apply) ✔ Performs assigned duties ✔ Follows policies, regulations, and procedures ✔ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records) ✔ Fulfills responsibilities in a timely manner ✔ Demonstrates understanding of legal issues related to students and families ✔ Demonstrates personal integrity ✔ Ensures privacy and confidentiality ✔ Documents specific situations in which he/she adheres to rules and procedures ✔ Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position

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

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

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

Supporting and Participating in School and District Initiatives
Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.
Desired Effect: Instructional support member actively supports and participates in school and district initiatives.
Example Instructional Support Member Evidence (Check all that apply) ✔ Participates in school activities and events as appropriate to support students and the school community ✔ Serves on school and district committees ✔ Participates in professional development opportunities ✔ Works to achieve school and district improvement goals ✔ Provides record of specific situations in which he/she has participated in school and/or district initiatives ✔ Describes or shows evidence of participation in school and/or district initiatives ✔ Exhibits characteristics of a growth mindset

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

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

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

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

Student Performance Measures For Mid-Point Evaluation		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s) Achievement /Proficiency Cut Points**
Pre-Kindergarten (Pre-K)	District Developed Pre-K Skills Assessment	District-Defined Adequate Progress
All Core Subjects (K)	STAR Early Literacy Math and Reading	Student Growth Percentile > 35%
All Core Subjects (1-5)	STAR Reading STAR Math	Student Growth Percentile > 35%
Music and Physical Education (K-5)	Teacher Developed Tests	70%
ESE - ACCESS Courses (K-5)	Unique Learning Systems Assessment (ULSA) Teacher Developed Tests	Learning Gain 70%
ESE - Support Facilitation (K-5)	STAR Early Literacy STAR Reading STAR Math Data for cohort of teachers supported	Student Growth Percentile > 35%
ESE - Resource (K-5)	STAR Early Literacy STAR Reading STAR Math Data for cohort of teachers supported	Student Growth Percentile > 35%
ESE - Gifted (K-5)	Teacher Developed Tests	70%
ESE – General Education Self-Contained (K-8)	STAR Early Literacy Math and Reading STAR Reading Teacher Developed Test	Student Growth Percentile > 35% Student Growth Percentile > 35% 70%
Hearing Impaired/ Visually Impaired (K-5)	Teacher Developed Tests	70%
English/ English Honors (6-8)	STAR Reading	Student Growth Percentile > 35%
Math/ Math Honors (6-8)	STAR Math	Student Growth Percentile > 35%
Civics/ Civics Honors (8)	Teacher Developed Test	70%
All Other Core and Elective Courses (6-8)	Teacher Developed Tests	70%
ESE - ACCESS Courses (6-8)	ULSA Teacher Developed Tests	Learning Gain 70%
ESE - Support Facilitation (6-8)	STAR Reading and Math Data for cohort of teachers supported	Student Growth Percentile > 35%
ESE - Resource (6-8)	STAR Reading and Math Data for cohort of teachers supported	Student Growth Percentile > 35%
Hearing Impaired/Visually Impaired (6-8)	Teacher Developed Tests	70%
ESE - Gifted (6-8)	Teacher Developed Tests	70%
In School Suspension (6-8)	Mid-point School Data STAR Reading and Math	As Applicable Student Growth Percentile > 35%

Appendix D, continued

Student Performance Measures For Mid-Point Evaluation		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s) Achievement /Proficiency Cut Points**
Algebra 1 Honors (8)	STAR Math	Student Growth Percentile > 35%
Algebra 1 (9-12)	Teacher Developed Tests	70%
Geometry /Geometry Honors (9-12)	Teacher Developed Tests	70%
Biology/ Biology Honors (9-12)	Teacher Developed Tests	70%
U.S. History /US History Honors (9-12)	Teacher Developed Tests	70%
All Other Core and Elective Courses (9-12)	Teacher Developed Tests	70%
ESE – ACCESS Courses (9-12)	ULSA Teacher Developed Tests	Learning Gain 70%
ESE – TAP / Project Search Programs	ULSA Teacher Developed Tests	Learning Gain 70%
ESE - Support Facilitation (9-12)	Teacher Developed Tests Data for cohort of teachers supported	70%
ESE - Resource (9-12)	Teacher Developed Tests Data for cohort of teachers supported	70%
ESE – General Education Self Contained (9-12)	Teacher Developed Tests STAR Reading	70% Student Growth Percentile > 35%
Hearing Impaired/ Visually Impaired (9-12)	Teacher Developed Tests	70%
ESE - Gifted (9-12)	Teacher Developed Tests	70%
Career and Technical Education	Industry Certification Examinations Teacher Developed Tests	Receipt of Industry Certification 70%
Adult Education Courses	Test of Adult Basic Education (TABE) Online Final Course Examinations	Learning Gain 70%
In School Suspension (9-12)	Mid-point School Data	As Applicable

Exceptional Student Education (ESE), Assessing Comprehension and Communication and English State to State for ELL students **(ACCESS)**; Early Learning Literacy Mastery Systems **(ELLMS)**; End of Course **(EOC)**; Test of Adult Basic Education (TABE), Unique Learning Systems Assessment **(ULSA)**

Mid-point Data will be included in the final evaluation calculation for new teachers where applicable.

Appendix D, continued

Student Performance Measures For Final Evaluation		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s) Achievement /Proficiency Cut Points**
Pre-Kindergarten (Pre-K)	District Developed Pre-K Skills Assessment	District-Defined Adequate Progress
Kindergarten (K) First Grade (1) Second Grade (2)	FAST - PM3 for ELA and Math ACCESS 2.0 ELLs, if applicable	Student Proficiency of 40% or higher Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Third Grade (3) Fourth Grade (4)	FAST - PM3 for ELA and Math ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Fifth Grade (5)	FAST - PM3 for ELA and Math State Science ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Art, Music, PE Courses (K-5)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Exceptional Student Education ACCESS Courses (K-5)	Teacher Developed Tests ULSA FSAA ACCESS 2.0 ELLs, if applicable	70% Learning Gain Level 3,4 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Gifted (K-5)	Teacher Developed Tests/Projects ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Support Facilitation (K-2)	FAST PM3 data for the cohort of teachers supported	Student Percentile Rank of 40% or higher
ESE - Support Facilitation (3-5)	FAST PM3 data for the cohort of teachers supported	Level 3,4,5
ESE - Resource (1-2)	FAST PM3 data for the cohort of teachers supported	Student Percentile Rank of 40% or higher
ESE - Resource (3-5)	FAST PM3 data for the cohort of teachers supported	Level 3,4,5
ESE – General Education Self Contained (K-8)	FAST - PM3 for ELA and Math (K-2) FAST - PM3 for ELA and Math (3-5) State Science State Civics EOC Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Level 3,4,5 Level 3,4,5 Level 3,4,5 70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)

Appendix D, continued

Student Performance Measures For Final Evaluation, continued		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s) Achievement /Proficiency Cut Points**
Reading Coaches (K-2) (3-8)	School Data: FAST PM3 for ELA ACCESS 2.0 ELLs, if applicable	Student Proficiency of 40% or higher Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists (Pre-K-5)	School Data: District Developed Pre-K Skills Assessment FAST PM3 for ELA and Math (K-2) FAST PM3 for ELA and Math (3-5) State Science ULSA FSAA Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	District-Defined Adequate Progress Student Percentile Rank of 40% or higher Level 3,4,5 Level 3,4,5 Learning Gain Level 3,4 70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
English/Language Arts (ELA) Courses (6-8)	FAST PM3 for ELA ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Math Courses (6-8)	FAST PM3 for Math ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Algebra 1/Algebra 1 Honors (8)	Algebra 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Science Courses (6-7)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Science Courses (8)	State Science ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Social Studies Courses (6-7)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)

Page | 69

Appendix D, continued

	Student Performance Measures For Final Evaluation, continued	
Teaching Assignment	**Assessment(s)**	**Performance Standard(s) Achievement /Proficiency Cut Points**
Civics/ Civics Honors (8th)	State Civics EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Courses (6-8) Art, Band, PE and All Other Core and Elective Courses	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - ACCESS Courses (6-8)	ULSA Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	Learning Gain 70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Gifted (6-8)	Teacher Developed Tests State EOC, if applicable ACCESS 2.0 ELLs, if applicable	70% Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Support Facilitation (6-8)	FAST PM 3 data for the cohort of teachers supported	Level 3,4,5
ESE – Resource (6-8)	FAST PM 3 data for the cohort of teachers supported	Level 3,4,5
Behavioral Specialists, Deans, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, In School Suspension Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists (6-8)	School Data: FAST PM3 for ELA and Math FSAA State Civics EOC/Science /Alg I EOC ULSA ACCESS 2.0 ELLs, if applicable Teacher Developed Tests	 Level 3,4,5 Level 3,4 Level 3,4,5 Learning Gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points) 70%
English 1/ English 1 Honors/ English 2/ English 2 Honors	FAST PM3 for ELA ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
English 3/ English 3 Honors/ English 4/ English 4 Honors/ Other English Courses (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Algebra 1/ Algebra 1 Honors/ Algebra 1 B	Algebra 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Geometry / Geometry Honors	Geometry EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Algebra 1 A Other Math Courses (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)

Appendix D, continued

Student Performance Measures For Final Evaluation, continued		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s) Achievement /Proficiency Cut Points**
Biology/ Biology 1 Honors	State Biology 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Science Courses (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
U.S History/ U.S. History Honors	State U.S. History EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Social Studies Courses (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Courses (9-12) Art, Band, PE and All Other Core and Elective Courses	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Advanced Placement (9-12)	Advanced Placement Assessments ACCESS 2.0 ELLs, if applicable	Level 2 or higher Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Career and Technical Education	Industry Certification Examinations Teacher Developed Tests	Receipt of Industry Certification 70%
Virtual	State Assessments (K-2), as applicable (3-12) Course Completion	Student Proficiency of 40% or higher Level 3,4,5 Grade C or Higher
Credit Recovery (9-12)	Course Completion	Receipt of Credit
Dual Enrollment (9-12)	Course Completion	Grade C or higher
ESE - ACCESS Courses (9-12)	FSA/FAST/FSAA ELA, Mathematics, Science ULSA ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Learning Gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Gifted (9-12)	Teacher Developed Tests State EOC, if applicable ACCESS 2.0 ELLs, if applicable	70% Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ROTC (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
On the Job Training (OJT) (9-12)	Employer Evaluations	70%
ESE - Support Facilitation (9-12)	Data for the cohort of teachers supported	As Applicable
ESE – Resource (9-12)	Data for the cohort of teachers supported	As Applicable

Appendix D, continued

Student Performance Measures For Final Evaluation, continued		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s) Achievement /Proficiency Cut Points**
Behavioral Specialists, Athletic Directors, Deans, Guidance Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, In School Suspension Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Testing Coordinators (9-12)	School Data: FSA/FAST/FSAA ELA, Mathematics, Science State Biology 1 EOC, U.S. History EOC State Alg 1 EOC, Geometry EOC Advanced Placement Assessments Industry Certification Examinations ULSA Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Level 3,4,5 Level 3,4,5 Level 2 or higher Receipt of Industry Certification Learning Gain 70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Adult Education Teachers and Career Pathways Specialists	Test of Adult Basic Education (TABE) General Educational Development (GED) State Assessments, if applicable On-line Final Course Examinations	Learning Gain Receipt of GED Diploma State Defined- Adequate Progress 70%
Homeless Liaison, Instructional Strategies Coaches, Teacher on Special Assignment (Virtual and Homeschool), Wellness Manager, (PreK-12)	District Data to Include All Assessments Administered District-wide	As Applicable
Curriculum Resource Teacher / Teacher on Special Assignment – English/Language Arts (ELA), Math, Science	District Data to include all ELA Assessments Administered District-wide ACCESS 2.0 ELLs, if applicable	As Applicable Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Curriculum Resource Teacher / Teacher on Special Assignment – Math	District Data to Include all Math Assessments Administered District-wide ACCESS 2.0 ELLs, if applicable	As Applicable Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Curriculum Resource Teacher / Teacher on Special Assignment – Science	District Data to Include all Science Assessments Administered District-wide ACCESS 2.0 ELLs, if applicable	As Applicable Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESOL / ELL Coach (PreK-12)	District Data to Include All Assessments Administered District-wide	As applicable

Exceptional Student Education (ESE), Assessing Comprehension and Communication and English State to State for ELL students **(ACCESS)**; Early Learning Literacy Mastery Systems **(ELLMS)**; End of Course **(EOC)**; Test of Adult Basic Education (TABE),Unique Learning Systems Assessment **(ULSA)**

Mid-point Data will be included in the final evaluation calculation for new teachers where applicable.

Appendix E – Summative Evaluation Forms

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

Summative Evaluation Forms are contained on the following pages.

THE NASSAU COUNTY SCHOOL DISTRICT
CLASSROOM TEACHER
FINAL SUMMATIVE EVALUATION FORM

NAME:		JOB TITLE:	**Classroom Teacher**
CATEGORY:		EVALUATION:	
EVALUATOR:		SCHOOL YEAR:	
GRADE(S):			
SUBJECT(S):			
LOCATION:			

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period.

MARZANO PROTOCOL - INSTRUCTIONAL PRACTICE (IP)

EVALUATION OF INSTRUCTIONAL PRACTICE	TOTAL POSSIBLE SCORE/POINTS	DISTRIBUTION OF POINTS		OVERALL INSTRUCTIONAL PRACTICE (IP) SCORE EARNED
Performance Of A Classroom Teacher Based On Marzano Protocol	4.0	Highly Effective	3.50 - 4.00	
		Effective	2.50 - 3.49	IP Score _____
		Needs Improvement/ Developing	1.50 - 2.49	*Multiply by 0.65*
		Unsatisfactory*	0.00 - 1.49	Total IP Score: _____

STUDENT PERFORMANCE EVALUATION (SPE) SCORE - ACHIEVEMENT/GROWTH DATA

EVALUATION OF STUDENT PERFORMANCE	DISTRIBUTION OF PERCENTAGE POINTS & ASSIGNED SCORE Total Possible Percentage Points = 100		OVERALL STUDENT PERFORMANCE EVALUATION (SPE) PERCENTAGE POINTS & SCORE EARNED
Performance Of Instructional Personnel Based On Student Performance	**POINTS, SCORE & RATING** 80.00-100.00 = 4.00 = HE 75.00-79.99 = 3.75 = EF 70.00-74.99 = 3.50 = EF 65.00-69.99 = 3.25 = EF 60.00-64.99 = 3.00 = EF	**POINTS, SCORE & RATING** 54.00-59.99 = 2.75 = NI/ND 48.00-53.99 = 2.50 = NI/ND 42.00-47.99 = 2.25 = NI/ND 35.00-41.99 = 2.00 = NI/ND 17.00-34.99 = 1.50 = UN 0.00-16.99 = 1.00 = UN	Total SPE Percentage Points: _____ Assigned SPE Score: _____ *Multiply by 0.35* Total SPE Score: _____

LEVEL OF PERFORMANCE & FINAL EVALUATION SCORE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT / DEVELOPING	UNSATISFACTORY
Final Evaluation Score of 3.5-4.0	Final Evaluation Score of 2.5-3.4	Final Evaluation Score of 1.5-2.4	Final Evaluation Score of 0.0-1.4

0.00 Rounded to: **0.0**

Signature of Administrator: _____ Date: _____

Signature of Teacher: _____ Date: _____

A Professional Development Plan Must Be Prepared If The Overall Level of Performance & Final Evaluation Score Is Unsatisfactory.

THE NASSAU COUNTY SCHOOL DISTRICT
NON-CLASSROOM INSTRUCTIONAL PERSONNEL(NCIP)
FINAL SUMMATIVE EVALUATION FORM

NAME:		JOB TITLE:	
CATEGORY:		EVALUATION:	
EVALUATOR:		SCHOOL YEAR:	
GRADE(S):			
LOCATION:			

This form is to serve as a permanent record of an administrator's evaluation of a
non-classroom instructional personnel employee's performance during a specific period.

MARZANO PROTOCOL - INSTRUCTIONAL PRACTICE (IP)

EVALUATION OF INSTRUCTIONAL PRACTICE	TOTAL POSSIBLE SCORE/POINTS	DISTRIBUTION OF POINTS		OVERALL INSTRUCTIONAL PRACTICE (IP) SCORE EARNED
Performance Of A NCIP Based On Marzano Protocol	4.00	Highly Effective	3.50 - 4.00	
		Effective	2.50 - 3.49	IP Score _____
		Needs Improvement/ Developing	1.50 - 2.49	*Multiply by 0.65*
		Unsatisfactory*	1.00 - 1.49	Total IP Score: _____

STUDENT PERFORMANCE EVALUATION (SPE) SCORE - ACHIEVEMENT/GROWTH DATA

EVALUATION OF STUDENT PERFORMANCE	DISTRIBUTION OF PERCENTAGE POINTS & ASSIGNED SCORE Total Possible Percentage Points = 100		OVERALL STUDENT PERFORMANCE EVALUATION (SPE) PERCENTAGE POINTS & SCORE EARNED
Performance Of a NCIP Based On Student Performance	**POINTS, SCORE & RATING** 80.00-100.00 = 4.00 = HE 75.00-79.99 = 3.75 = EF 70.00-74.99 = 3.50 = EF 65.00-69.99 = 3.25 = EF 60.00-64.99 = 3.00 = EF	**POINTS, SCORE & RATING** 54.00-59.99 = 2.75 = NI/ND 48.00-53.99 = 2.50 = NI/ND 42.00-47.99 = 2.25 = NI/ND 35.00-41.99 = 2.00 = NI/ND 17.00-34.99 = 1.50 = UN 0.00-16.99 = 1.00 = UN	Total SPE Percentage Points: _____ Assigned SPE Score: _____ *Multiply by 0.35* Total SPE Score: _____

LEVEL OF PERFORMANCE & FINAL EVALUATION SCORE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT / DEVELOPING	UNSATISFACTORY
Final Evaluation Score of 3.5-4.0	Final Evaluation Score of 2.5-3.4	Final Evaluation Score of 1.5-2.4	Final Evaluation Score of 0.0-1.4

0.00 Rounded to: **0.0**

Signature of Administrator: _____   Date: _____

Signature of Teacher: _____   Date: _____

A Professional Development Plan Must Be Prepared If The Overall Level of Performance & Final Evaluation Score Is Unsatisfactory.

Appendix F – Procedures for Conducting Observations and Evaluations

The Evaluation Procedures are as delineated below. **Nothing in this section shall be construed to grant a probationary or annual contract employee the right to continued employment beyond the terms of his/her contract.**

1. All individuals with evaluation responsibilities will follow the procedures outlined in the Instructional Evaluation System Handbook and must use the forms provided by the district while conducting observations and evaluations. **This is to ensure that the same core of effective practices is used by all who are conducting evaluations.**

    Prior to conducting any observations, the administrator/evaluator will orient his/her instructional personnel to the forms and procedures and shall allow for questions and discussion regarding those.

2. The school, site, or district administrator responsible for supervising the employee must evaluate the employee's performance. This can be the principal, assistant principal or immediate supervisor, such as a district level coordinator or director. However, any instructional personnel member who is supervised by the school administration may request that the principal conduct his/her observations and evaluations.

    If an instructional employee serves more than one school, the administrator(s) of the school at which the employee serves the largest number of students will evaluate the employee. This decision will be made by the two principals and a district-level administrator, if applicable.

    The administrator/supervisor conducting the evaluation can seek input from other persons, to include other school administrators and/or district-level administrative staff.

3. Classroom teachers will be formally observed and evaluated at least twice annually, if they are in their first year of employment in the District or returning to employment in the District after a break in service. All other instructional personnel, except struggling instructional personnel, will be observed and evaluated at least once annually. The reference to all other instructional personnel includes non-classroom instructional personnel and those classroom teachers who are returning from a leave of absence of one (1) year or less, or were reduced in force and were placed within the following school year, or were terminated and were reemployed at the beginning of the following school year. Struggling instructional personnel will be observed and evaluated, at least three (3) times, using the evaluation framework. Struggling instructional personnel are those who are on a professional services contract and who received a notice of unsatisfactory performance, documented on the Notification of Less Than Effective Performance For Instructional Personnel Form, and who were placed on a Professional Development Plan.

In compliance with FS 1012.34(3)(a), classroom teachers who are employed after the start of the school year, too late to receive two (2) evaluations in that school year, must receive two (2) evaluations in the following school year. One of the two evaluations to be completed in the second year of employment, must be completed within a year of the original hire date.

- A designated evaluator will conduct a direct, **formal observation** of an instructional personnel member in the performance of his/her duties, **for not less than thirty (30) consecutive minutes,** during each evaluation cycle, prior to the completion of the Annual Evaluation Report. The formal observation may be announced or unannounced.

- Prior to each announced formal observation, pre-observation information may be requested from the instructional employee. The *Planning Conference / Pre-Observation Form* should be utilized for this purpose.

- The formal observation for non-classroom instructional personnel could take place during classroom presentations, parent conferences / meetings, staff meetings, individual teacher meetings, and principal meetings. During these meetings, the employee may present information on procedure(s) which fall within his/her purview of responsibility or may provide assistance and suggestions which fall within his/her job scope. Additionally, the non-classroom instructional staff member can be observed while performing student enrollment activities or while participating in grade level planning meetings, Professional Learning Community (PLC) meetings, Multi-Tiered Support Services activities, Exceptional Student Education staffings, Individual Educational Plan (IEP) meetings, and 504 meetings. This is not an exhaustive list and administrators and employees are charged to explore other opportunities during which time an observation can be conducted.

- Due to the nature of the positions occupied by non-classroom instructional members and the fact that they serve numerous schools and/or locations and may not work at the same location as the administrator who supervises and evaluates them, the evaluator has the option of seeking input from other trained personnel, to include school administrators and/or district-level administrative staff.

- Two (2) **informal observations** are also required for new teachers and one (1) for teachers who are not new. The informal observations may be announced or unannounced. Informal observations are **at least 10 minutes in duration**.

- The preferred sequence for observations is informal observations and then formal observations, but the administrator in collaboration with the instructional staff member can deviate from this preferred sequence.

4. The designated evaluator will conduct a post-observation/reflection conference with the instructional employee, after each formal observation. A post-observation/reflection conference must also be conducted at the completion of an evaluation cycle. The conference will serve to meet the requirement of providing focused and timely feedback. The evaluator will also provide the employee with a written report no later than 10 days after the evaluation takes place as required by FS 1012.34(3)4(c). Nassau County has designated those 10 days as 10 instructional work days.

   Any noted successes and deficiencies should be addressed during this conference to facilitate individual continuous improvement. Additionally, any collected evidence must be discussed and the form on which the evidence was collected should be signed before it is placed in the employee's file in the principal's or supervisor's office. Such signature by the employee only acknowledges that he/she has read the form and that its content has been discussed with him/her. It does not necessarily indicate agreement with the content.

5. At mid-year and/or at the end of each school year, the *Annual Evaluation Report* must be completed and the *Final Summative Evaluation Form* must be completed when current year's student performance data becomes available. New classroom teachers will also receive a Mid-Year Final Summative Evaluation Form. See Appendix E

   The original, signed *Annual Evaluation Report* and *Final Summative Evaluation Form* must be sent to the Human Resources Department to be placed in the employee's personnel file. The principal / supervisor must retain a copy and a copy must be given to the employee. No instructional member will be required to sign a blank or incomplete Annual Evaluation Report or Final Summative Evaluation Form.

   The signature of the instructional member, on the above stated forms, only serves to acknowledge that he/she has read the form and that the content has been discussed with him/her. It does not necessarily indicate agreement with the content.

6. Any other forms, if used, such as the ***Planning Conference / Pre-Observation*** form, must be maintained at the school level. (Appendix H)

Concerns or unsatisfactory performance that may result in a Developing / Needs Improvement or Unsatisfactory rating of the Instructional Performance Score must be documented on the *Notification of Less Than Effective Performance For Instructional Personnel Form*, prior to the formal observation taking place. This form must be completed and given to the instructional employee in sufficient time, prior to the formal observation, IF POSSIBLE, so as to provide the instructional employee with time for improvement. This requirement does not apply to student performance data, misconduct or safety concerns. See Appendix H.

---

7. The instructional employee has the right to initiate a written response to the evaluation, and the response will be placed in his/her permanent record file in the Personnel Office.

8. An employee's evaluation shall be confidential and exempt from the provisions of Florida Statute 119.07(1) until the end of the school year immediately following the school year in which the evaluation was completed.

Persons Responsible for Calculating the Final/Summative Evaluation Rating Score

- The administrator who evaluated the instructional employee is responsible for calculating the final summative evaluation rating score and reviewing the data. If an instructional employee serves more than one school, the administrator(s) of the school at which the employee serves the largest number of students will be responsible for this calculation. This decision will be made by the two principals and a district-level administrator, if applicable.

- Student performance data will be reviewed at the district level and disseminated to the principals and other applicable administrators who will in turn make that information available to the assistant principals or other individuals with evaluation responsibilities.

- The evaluator will complete all necessary formative documents and the Annual Evaluation Reports (Appendix H) and the Final Summative Evaluation Form (Appendix E).

- The Annual Evaluation Report and the Final Summative Evaluation Form must be sent to the Human Resources Department and will be maintained on file as the official evaluation document for the instructional employee.

- All formative documents must be maintained at the school level as supporting documentation to the official Annual Evaluation Report and Final Summative Evaluation Forms.

- The aforementioned will be reviewed by district-level staff for quality assurance.

- The Annual Evaluation Report and the Final Summative Evaluation Form may be revised as the district gains experience in using the evaluation protocol.

Teaching Fields Requiring Special Evaluation Procedures or Criteria

- Teachers on special assignment, in-school suspension (ISS) teachers, in-school detention (ISD) teachers, Credit Recovery teachers and ESE teachers who serve as resource teachers, co-teachers, or support facilitators are identified in this category as they may not be assigned to specific students and/or grades.
- ISS and ESE Support Facilitation teachers, in grades 6-12, tagged as NCD-A, will be observed using the Non-classroom Instructional Support Evaluation System Framework. Since they are new to the district, they will have two evaluations, a mid-point and a final, each comprised of three (3) observations.

Appendix G - Professional Development Plan Directions for Instructional Employees on a Professional Service Contract

Pursuant to Florida Statute 1012.34, 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:

- 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.

- The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of Florida Statute 1012.34 (b) 1 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 1012.27 (1) and 1012.28 (6), it does not extend the period for correcting the performance deficiencies.

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

- A direct hearing conducted by the 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 school board shall be required to sustain the Superintendent's recommendation. The determination of the school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or

- 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 school board. A majority vote of the membership of the school board shall be required to sustain or change the administrative law judge's recommendation.

- The determination of the school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

The Superintendent shall annually notify the department of any instructional personnel who receive two consecutive unsatisfactory evaluations and those who have been given written notice by the district of intent to terminate or not renew their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to Florida Statute 1012.795.

Professional Development Plan Completion Procedures

- The Professional Development Plan must be completed by the designated evaluator during a conference with the teacher who has received an unsatisfactory instructional practice rating. A copy of the Professional Development Form is in Appendix H.

- The principal or supervisor must record desired expectations and improvement strategies and resources along with completion dates (both anticipated and actual).

- Teacher-requested strategies and resources should also be included if the teacher presents some for consideration.

- Additionally, an observation/evaluation schedule must be completed. Both the employee and principal/supervisor must sign the form.

- One of the three observations/evaluations must be conducted by someone other than the site administrator(s), such as a district level director or coordinator as a means of informing the evaluation.

- The Department must receive the original and the principal/supervisor and the employee must each retain a copy.

- The Due Process provisions as described in the section entitled, Professional Development Plan For Teachers On A Professional Service Contract must be adhered to as mandated by Statute.

Appendix H – Forms Table of Contents

- Planning Conference Pre-Observation Form for Formal Observations

- Notification of Less Than Effective Performance For Instructional Personnel

- Annual Evaluation Report for Classroom Teachers

- Annual Evaluation Report for Non-Classroom Instructional Personnel

- Instructional Personnel Professional Development Plan

<u>Planning Conference Pre-Observation Form for Formal Observation</u>

Nassau County School District
Planning Conference / Pre-Observation Form For Formal Observations

Name of Instructional Staff Member: _____

School: _____   Observation Date: _____

> Please attach your lesson plan, assessments, scoring guides, scales and /or rubrics to this document. Additionally, please answer the following questions and be prepared to discuss these during the planning / pre-observation conference.
>
> In the event that a face-to-face conference does not take place, the instructional personnel member can submit this document to the administrator / evaluator prior to the observation.

1. Briefly describe the students in your classroom (e.g., number of students, special needs, gender, etc.).

2. How will you address the special needs of your students to include ESE students, ELL students, and students who come from home environments that offer little support for schooling?

3. Do you plan to group the students for any part of the lesson? If yes, how are you grouping the students and for what purpose?

4. What learning goal(s) and/or physical, social or behavioral goal(s) will the unit or lesson be based upon and with what standards are they aligned?

5. Will this be a new unit or lesson or have you previously introduced the content?

6. Describe where you are in this unit or lesson (e.g., in the beginning, in the middle, or at the end).

7. What elements/strategies do you anticipate using during the lesson?

8. Is there an element/strategy, within the above listed, that you see as needing to be strengthened?

Notification of Less Than Effective Performance For Instructional Personnel

☐   NOTIFICATION OF LESS THAN EFFECTIVE PERFORMANCE FOR INSTRUCTIONAL PERSONNEL (Article VII.A. 5 of the NTA Contract)

☐   NOTIFICATION OF LESS THAN SATISFACTORY PERFORMANCE FOR NON-INSTRUCTIONAL (Appendix D of the NESPA Contract)

Name _____ Position _____

School/Dept _____ Date _____

++

Signature of Principal/Supervisor _____ Date _____

Signature of Employee _____ Date _____

Original – Administrator; Copy – Staff Member; Copy – Human Resources

Effective Date: **SBR 6A-5.030**   **Form IEST2018**

Annual Evaluation Report for Classroom Teachers

Annual Evaluation Report For Classroom Teachers   Nassau County School District

Annual Evaluation Report for
Classroom Teachers
Instructional Practice Score

Name: _____	Job Title: **Classroom Teacher** _____
Category: _____	Evaluation: _____
Evaluator: _____	School Year: _____
Grade(s): _____	
Subject(s): _____	
Location: _____	

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the **instructional practice** using the Marzano Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains denoted in this form as it applies to the teacher's instructional practice performance. Indicate sources of evidence used to determine the evaluation results in each section. Assign an overall evaluation rating/score, sign the form and obtain the signature of the teacher.

Category Definitions:

Category 1	1 – 3 years of experience, <u>not</u> new to district	
Category 1A	0 – 3 years of experience, new to district	
Category 1B	0 – 3 years of experience, <u>not</u> new to district, who need 2 evaluations	
Category 2	4 or more years of experience, <u>not</u> new to district	
Category 2A	4 or more years of experience, new to district	
Category 2B	4 or more years of experience, <u>not</u> new to district, who need 2 evaluations	

Page 1

Annual Evaluation Report For Teachers　　　　　　　　**Nassau County School District**

Name: _____　　School Year: _____

1. INSTRUCTIONAL PRACTICE (IP)

The teacher's instructional practice score reflects his/her overall understanding and application of the Art and Science of Teaching Framework across the four domains:

Domain 1: Standards-Based Planning; Domain 2: Standards-Based Instruction; Domain 3: Conditions for Learning; and Domain 4: Professional Responsibilities.

Domain 1: Sources of Evidence (select all that apply):
_____ Planning (Pre) Conference
_____ Formal Observation(s)
_____ Informal, Announced Observation(s)
_____ Informal, Unannounced Observation(s)
_____ Walkthroughs
_____ Artifacts:_____
_____ Other: _____
_____

Domain 3: Sources of Evidence (select all that apply):
_____ Formal Observation(s)
_____ Informal, Announced Observation(s)
_____ Informal, Unannounced Observation(s)
_____ Walkthroughs
_____ Artifacts:_____
_____ Other: _____
_____

Domain 2: Sources of Evidence (select all that apply):
_____ Formal Observation(s)
_____ Informal, Announced Observation(s)
_____ Informal, Unannounced Observation(s)
_____ Walkthroughs
_____ Artifacts:_____
_____ Other: _____
_____

Domain 4: Sources of Evidence (select all that apply):
_____ Conferences
_____ Discussions
_____ Self-Assessment
_____ Deliberate Practice Plan
_____ Artifacts:_____
_____ Other: _____
_____

Evaluator Comments:

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT / DEVELOPING	UNSATISFACTORY
Overall IP Score of 3.50-4.00	Overall IP Score of 2.50-3.49	Overall IP Score of 1.50-2.49	Overall IP Score of 0.00-1.49

Instructional Practice Score
(From iObservation)　　　　　　　　　　　_____

Effective Date:　　　　　　　　**SBR 6A-5.030**　　　　　　　　**Form IEST2018**

Annual Evaluation Report For Teachers   **Nassau County School District**

Name: _____   School Year: _____

2. FINAL INSTRUCTIONAL PRACTICE SCORE & RATING
The final instructional practice score and rating reflects the teacher's overall performance across the four domains.

Evaluator Comments:

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT / DEVELOPING	UNSATISFACTORY
Final Instructional Practice Score of 3.50-4.00	Final Instructional Practice Score of 2.50-3.49	Final Instructional Practice Score of 1.50-2.49	Final Instructional Practice Score of 0.00-1.49
		0.00	*Comprises 65% of Final Evaluation*

3. SIGNATURES

Evaluator: I certify that the above named teacher has been evaluated around his or her **instructional practice.**

Evaluator's Signature: _____ Date: _____

Evaluator's Title: _____

Evaluator's Comments:

Teacher: I acknowledge the receipt of this Midpoint/Final Annual Evaluation Form.

Teacher's Signature: _____ Date: _____

Teacher's Comments:

Effective Date: March 2018   **SBR 6A-5.030**   **Form IEST2018**

Annual Evaluation Report for Non-Classroom Instructional Personnel

Annual Evaluation Report For
Non-Classroom Instructional Personnel

Nassau County School District

Annual Evaluation Report for
Non-Classroom Instructional Personnel (NCIP)
Instructional Practice Score

Name: _____ Job Title: _____

Category: _____ Evaluation: _____

Evaluator: _____ School Year: _____

Grade(s): _____

Location: _____

This form is to serve as a permanent record of an administrator's evaluation of a non-classroom instructional personnel employee's performance during a specific period based on specific criteria as it relates to the **instructional practice** using the Marzano Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains denoted in this form as it applies to the employee's instructional practice performance. Indicate sources of evidence used to determine the evaluation results in each section. Assign an overall evaluation rating/score, sign the form and obtain the signature of the employee.

Category Definitions:

Category 1NC-A	0 – 3 years of experience, new to district
Category 1NC	1 – 3 years of experience, <u>not</u> new to district
Category 2NC-A	4 or more years of experience, new to district
Category 2NC	4 or more years of experience, <u>not</u> new to district
Category 1 NCD-A	0 - 3 years of experience, new to the district
Category 1 NCD	0 - 3 years of experience, <u>not</u> new to the district
Category 2 NCD-A	4 or more years of experience, new to the district
Category 2 NCD	4 or more years of experience, <u>not</u> new to the district

Effective Date: March 2018   **SBR 6A-5.030**   **Form IEST2018**

Annual Evaluation Report For　　　　　　　　　　　　　　**Nassau County School District**
Non-Classroom Instructional Personnel

Name: _____　　School Year: _____

1. INSTRUCTIONAL PRACTICE (IP)

The non-classroom instructional personnel employee's instructional practice score reflects his/her overall understanding and application of the Art and Science of Teaching Framework across the four domains:
Domain 1: Planning and Preparing to Provide Support; Domain 2: Supporting Student Achievement; Domain 3: Continuous Improvement of Professional Practice; and Domain 4: Professional Responsibilities.

Domain 1: Sources of Evidence (select all that apply):
_____ Planning (Pre) Conference
_____ Formal Observation(s)
_____ Informal, Announced Observation(s)
_____ Informal, Unannounced Observation(s)
_____ Walkthroughs
_____ Artifacts: _____
_____ Other: _____

Domain 3: Sources of Evidence (select all that apply):
_____ Self-Assessment
_____ Post Conference
_____ Deliberate Practice Plan
_____ Artifacts: _____
_____ Other: _____

Domain 2: Sources of Evidence (select all that apply):
_____ Formal Observation(s)
_____ Informal, Announced Observation(s)
_____ Informal, Unannounced Observation(s)
_____ Walkthroughs
_____ Artifacts: _____
_____ Other: _____

Domain 4: Sources of Evidence (select all that apply):
_____ Conferences
_____ Discussions
_____ Self-Assessment
_____ Deliberate Practice Plan
_____ Artifacts: _____
_____ Other: _____

Evaluator Comments:

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT / DEVELOPING	UNSATISFACTORY
Overall IP Score of 3.50-4.00	Overall IP Score of 2.50-3.49	Overall IP Score of 1.50-2.49	Overall IP Score of 0.00-1.49

Instructional Practice Score
(From iObservation) _____

Effective Date: March 2018　　　　　　　**SBR 6A-5.030**　　　　　　　**Form IEST2018**

Annual Evaluation Report For   **Nassau County School District**
Non-Classroom Instructional Personnel

Name: _____   School Year: _____

2. FINAL INSTRUCTIONAL PRACTICE SCORE & RATING

The final instructional practice score and rating reflects the employee's overall performance across the four domains.

Evaluator Comments:

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT / DEVELOPING	UNSATISFACTORY
Final Instructional Practice Score of 3.50-4.00	Final Instructional Practice Score of 2.50-3.49	Final Instructional Practice Score of 1.50-2.49	Final Instructional Practice Score of 0.00-1.49
		0.00	*Comprises 65% of Final Evaluation*

3. SIGNATURES

Evaluator: I certify that the above named employee has been evaluated around his or her **instructional practice.**

Evaluator's Signature: _____ Date: _____

Evaluator's Title: _____

Evaluator's Comments:

Employee: I acknowledge the receipt of this Final Annual Evaluation Form.

Employee's Signature: _____ Date: _____

Employee's Comments:

Effective Date: March 2018   **SBR 6A-5.030**   **Form IEST2018**

Instructional Personnel Professional Development Plan

NASSAU COUNTY SCHOOL DISTRICT
INSTRUCTIONAL PERSONNEL PROFESSIONAL DEVELOPMENT PLAN (PDP)

Name: _____ Date: _____

School/Dept: _____

Professional Development Plan Conference

Performance Probation Period   Start Date: |_____|_____|

                                      End Date: |_____|_____|

_____
Instructional Personnel Member's Signature   Date

_____
Administrator's Signature   Date

Post-Observation Conference #1

This evaluation has been discussed with me?   Yes [ ]   No [ ]

_____
Instructional Personnel Member's Signature   Date

_____
Evaluator's Signature, Title   Date

Post-Observation Conference #2

This evaluation has been discussed with me?   Yes [ ]   No [ ]

_____
Instructional Personnel Member's Signature   Date

_____
Evaluator's Signature, Title   Date

Post-Observation Conference #3

This evaluation has been discussed with me?   Yes   No [ ]

_____
Instructional Personnel Member's Signature   Date

_____
Evaluator's Signature, Title   Date

Performance Probation Period Completion Conference

Have the performance deficiencies been corrected?   Yes   No [ ]

_____
Instructional Personnel Member's Signature   Date

_____
Administrator's Signature   Date

NASSAU COUNTY SCHOOL DISTRICT
INSTRUCTIONAL PERSONNEL PROFESSIONAL DEVELOPMENT PLAN (PDP)
Completion date not to exceed 90 calendar days (excluding holidays/school vacation periods) from employee's receipt of an unsatisfactory instructional practice rating.

CLASSROOM TEACHERS	NON-CLASSROOM INSTRUCTIONAL PERSONNEL
Domain 1: Standards-Based Planning	Domain 1: Planning and Preparing to Provide Support
Domain 2: Conditions for Learning	Domain 2: Supporting Student Achievement
Domain 3: Standards-Based Instruction	Domain 3: Continuous Improvement of Professional Practice
Domain 4: Professional Responsibilities	Domain 4: Professional Responsibilities
Student Learning Growth	

SECTION I – DEFICIENCIES

List the deficient domain(s) and strategies as specified on the Annual Evaluation Report and the Final Summative Form

1.)

2.)

3.)

SECTION II – DESCRIBE DESIRED EXPECTATIONS RELATING TO THE ABOVE LISTED DEFICIENCIES

Source Codes to be used in documenting expectations met/not met:	Expectation Met?		
(A) Behavioral Event Interviews; **(B)** Direct Documentation; **(C)** Indirect Documentation; **(D)** Training Programs, Competency Acquisition; **(E)** Evaluatee Provided or **(F)** Confirmed Observation.	Source Code	Yes "Y"	No "N"
1.)			

SECTION III – IMPROVEMENT STRATEGIES AND RESOURCES

Item	Anticipated Completion Date	Actual Completion Date
1.)		

Employee's Requested Strategies *(The administrator reserves the right to approve or suggest revisions of the Requested Strategies)*:

1.)

SECTION IV – OBSERVATION SCHEDULE. Three (3) observations within the 90 day period, one of which should be conducted by a district level administrator.

Observer	Title	Date
1.)		
2.)		
3.)		

A copy of this completed plan has been provided to the undersigned and a copy has been placed in the employee's personnel file.

_____   _____
Employee's Signature   Date

_____   _____
Administrator's Signature   Date

Page 2 of 2