Woodburn School District

Educator Growth and Evaluation System

A Comprehensive Approach for Growth and Evaluation Designed to Support Best Practices in Teaching and Learning

August 2014

Woodburn School District
965 North Boones Ferry Road
Woodburn, Oregon 97071
www.woodburnsd.org

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Cover art by Roderic Hanson and Title page art by Alfonso Calixto, WACA art students

Our Mission. . .

Our promise is to engage, inspire, and prepare all students to learn and lead in a global society.

Our Vision. . .

Woodburn School District is an outstanding multilingual school district, which motivates and empowers all students to succeed.

We Value. . .

- Accountability
- Civic Responsibility
- Diversity
- Equality
- Family
- Integrity
- Learning
- Multilingualism
- Parent-Community Partnerships
- Safety
- The Individual

Woodburn School District

Diverse in Culture, Unified in Mission

Goal: All Students Will Graduate College-and-Career Ready

- ❖ All students will meet or exceed growth targets in writing, reading, and math
- ❖ All students will have the opportunity to achieve high academic competence in two or more languages
- ❖ All students will have the opportunity to complete post-secondary level course work prior to graduation

Goal: Build a Culture of Engagement

- ❖ All students will take ownership of their social, emotional, and academic growth through meaningful engagements
- ❖ All staff will foster positive and supportive relations to facilitate student growth and learning
- ❖ All families will have the opportunities to engage meaningfully to support social, emotional, and academic growth
- ❖ All community members will have the opportunities to engage meaningfully to support social, emotional, and academic growth

Goal: Be Good Stewards of Public Resources and Community Trust

- ❖ WSD will improve/maximize support services
- ❖ WSD will ensure adequate district facilities

August 14, 2013

Dear Educators,

This manual contains the first "working draft" of our new evaluation program, *Woodburn Educator Growth and Evaluation System* (W.E.G.E.S.). Because we will be constantly improving how this tool works for us over the course of the next several years, I will continue to use the word "draft" when I speak of W.E.G.E.S., even though it has been adopted by the board and is ready for our use. As you know, W.E.G.E.S. was developed as Woodburn's implementation of Oregon State Senate Bill 290 (SB290). While we had to comply with the law, we had great freedom to make this system fit our needs.

I believe we need to empower, challenge and support one another to constantly improve our practice. In selecting and adapting the Marzano model, we feel that we have at our disposal a set of tools that will emphasize professional development and growth above all. I also believe that, given the appropriate structure and support, that our educational community will engage deeply and embrace fully our culture of continuous improvement for the benefit of our students, our families and our society's shared future.

The evaluation of the individual professionals within our programs is what we are required to do by SB 290. It is my hope that we can develop a certain level of comfort with the evaluation component of W.E.G.E.S. as necessary and constructive part of the feedback we all need to grow as professionals.

I am honored to be a part of this work in its inaugural year and look forward to working together, not only to make W.E.G.E.S. a better system, but working together to help Woodburn School District realize its vision: "an outstanding multilingual school district, which motivates and empowers students to succeed."

Chuck Ransom
Superintendent
Woodburn School District

May 10, 2013

Dear Woodburn Educational Community,

Change is inevitable; however, working collaboratively with each other minimizes the associated stress that comes with change. The Oregon State Legislature has imposed change on us regarding the evaluation of performance of our teachers and our administrators. So, as a result, the Administration and Woodburn Education Association have been working collaboratively to develop a teacher evaluation tool that meets the requirements of Senate Bill 290.

Now, you probably are wondering what has happened to the old system we had in place that seemed to be so massive. The State of Oregon wanted districts to align their tools to certain research-based tools, and after looking through those, the team chose the Marzano Research Laboratory Teacher Development Tools. Many of the components in our previous system already aligned with the Marzano Tools so it was a natural choice.

And, what does this new evaluation system mean for teachers and administrators? The purpose of this system is not meant to be punitive, it is meant to evaluate improvement of instruction and the measurement of teacher effectiveness, to encourage professional growth, to improve communication between employees and their immediate supervisor, and, when necessary, to identify and assist employees to improve/correct areas of unsatisfactory performance.

Be assured that the tool was developed collaboratively between administrators and teachers. This collaboration will continue as we monitor the effectiveness of our system and make adjustments to develop it into an excellent tool that informs us in our professional growth and the development of the best education for our students.

Woodburn Education Association Leadership
Paul LaBarre, President
Cherene Mills, Vice President

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Acknowledgements

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- **Oregon Department of Education:** Oregon Framework for Teacher and Administrator Evaluation and Support System
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- **Canby** School District, OR
- **Salem-Keizer** Public Schools, OR Licensed Educator Growth, Evaluation and Development System
- **Ashland** School District, OR
- **North Clackamas** School District
- **Beaverton** School District
- **Pendleton** School District, OR
- **Springfield** School District, OR
- **Wenatchee** School District, WA
- **TED** Teacher Evaluation and Development Handbook, An integrated system for advancing teacher growth and student learning, developed by labor/management Innovation Initiative Teams
- **Learning Science Marzano Center**
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- **Patricia Ramirez, Human Resources Director**
- **Chuck Ransom, Superintendent WSD**

Foreword

Woodburn Evaluator Growth and Evaluation System: *W.E.G.E.S.*

A comprehensive Approach for Growth and Evaluation Designed to Support Best Practices in Teaching and Learning

In Woodburn we believe that every child deserves an effective teacher. We also believe that every teacher, when evaluated for effectiveness, deserves an objective process that integrates evaluations into ongoing professional growth. Those premises are fundamental to **Woodburn Evaluator Growth and Evaluation System.**

This handbook is designed as a user friendly guide to W.E.G.E.S. It is meant to be used in conjunction with the iObservation system (from Marzano's Learning Science International, Learning and Performance Management). It is just the beginning of a process that will continue to be refined and improved as we collectively learn how to break this new ground in teacher evaluation.

W.E.G.E.S. is unique because;

- Establishes teachers as participants in, not recipients of, their own evaluations
- Provides for evaluations to serve as stepping stones to meaningful professional dialogue and continued development
- Incorporates the necessity of documenting and addressing conditions of teaching and learning
- Requires training of practitioners and evaluators to optimize use of the system

We will continue to ensure that Woodburn School District students receive the quality education they deserve and that teachers are fairly evaluated and supported in their important work. We know that a comprehensive, integrated teacher growth and evaluation system-driven by practitioner knowledge and experience- is critical. W.E.G.E.S. is meant to advance that mission.

Introduction

(from ODE Framework for Teacher and Administrator Evaluation and Support System)

An effective educator workforce is essential for improving student learning and achieving the state's 40/40/20 Goal:

> *Senate Bill 253 establishes the goal in law that, by 2025, every Oregon student should earn a high school diploma – one that represents a high level of knowledge and skills. Eighty percent must continue their education beyond high school – with half of those earning associate's degrees or professional/technical certificates, and half achieving a bachelor's degree or higher. This goal often referred to as the "40/40/20 Goal," gives Oregon the most ambitious high school and college completion targets of any state in the country.*

The state will not meet the demanding requirements for improving student achievement without effective teachers and leaders. Oregon educational partners and stakeholders are working collaboratively to create a supportive state policy infrastructure focused on educator effectiveness leading to improved student learning. Oregon's framework for evaluations has been built on a strong foundation of legislative action and collaborative support, as part of a coherent and comprehensive system of educator effectiveness.

Together, Oregon partners and stakeholders are developing a comprehensive educator effectiveness system spanning the career continuum of teachers and leaders, including preparation, licensing, induction, mentoring, professional learning, and educator evaluation. The following graphic, adapted from the CCSSO State Consortium on Educator Effectiveness, illustrates the interrelated components of a comprehensive system designed to improve student outcomes.

Background & Framework

The new evaluation framework incorporates the requirements of Senate Bill (SB) 290, House Bill (HB) 3474, Senate Bill (SB) 252 enacted during the 2011 legislative session, and requirements for educator evaluation including the Model Core Teaching and Educational Leadership/Administrator Standards (OAR 581-022-1723; 1724;1725) adopted by the State Board of Education in December 2011. It also draws on national research and the experience of Oregon school districts that are already leading the way in developing strong and meaningful evaluation systems.

Three significant bills enacted during Oregon's 2011 Legislative session have provided a solid policy platform to build an evaluation and support system that is consistent with the ESEA flexibility waiver criteria. This legislation is highlighted below:

Senate Bill (SB) 290

- State Board of Education, in consultation with the Teacher Standards and Practices Commission, shall adopt core teaching standards and administrators standards that improve student academic growth and learning by:
    - Assisting school districts in determining the effectiveness of teachers and administrators
    - Improving the professional development and classroom practices of teachers and administrators

- Core teaching standards and administrator standards take into consideration:
    - Multiple measures of teacher and administrator effectiveness
    - Evidence of student academic growth and learning based on multiple measures
- Core teaching standards will attempt to:
    - Strengthen the knowledge, skills, dispositions and classroom and administrative practices of teachers and administrators in public schools;
    - Refine the support, assistance and professional growth opportunities offered to a teacher or an administrator, based on the individual needs of the teacher or administrator and the needs of students, the school and the school district of the teacher or administrator;
    - Allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator, including the classroom or other assignments of the teacher or administrator;
    - Establish a formative growth process for each teacher and administrator that supports professional learning and collaboration with other teachers and administrators; and
    - Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator.
- By July 1, 2013, school district boards must use the core teaching standards and administrator standards for all evaluations of teachers and administrators. The process shall be based on the collaboration of teachers and administrators and the exclusive bargaining representative of the employees of the school district.

House Bill (HB) 3474

- Implements HB 3619 Task Force on Education Career Preparation and Development recommendations for:
    - Teacher preparation and professional development
    - Administrator preparation and professional development
    - Licensure
- Requires creation of a comprehensive leadership development system for administrators.
- Directs preparation of a plan to encourage National Board Certification for teachers and administrators.
- Creates the Educator Preparation Improvement Fund to improve preparation of teachers and administrators; allocates funds for incentive grants.
- Directs the preparation of guidelines for a uniform set of performance evaluation methods for teachers.

Senate Bill (SB) 252

- SB 252 (district collaboration grant) provides funding for eligible school districts to improve student learning through the voluntary collaboration of teachers and administrators to

implement the integration of performance evaluation systems with new career pathways, research-based professional development, and new compensation models.

- Provides the opportunity to support piloting the development of local evaluation systems following the state guidelines during the 2012-13 school year.
- District applications must be approved by school district superintendent, chair of the school district board, and the exclusive teacher bargaining representative.

ESEA Waiver Criteria for Teacher and Principal Evaluation and Support Systems Federal requirements

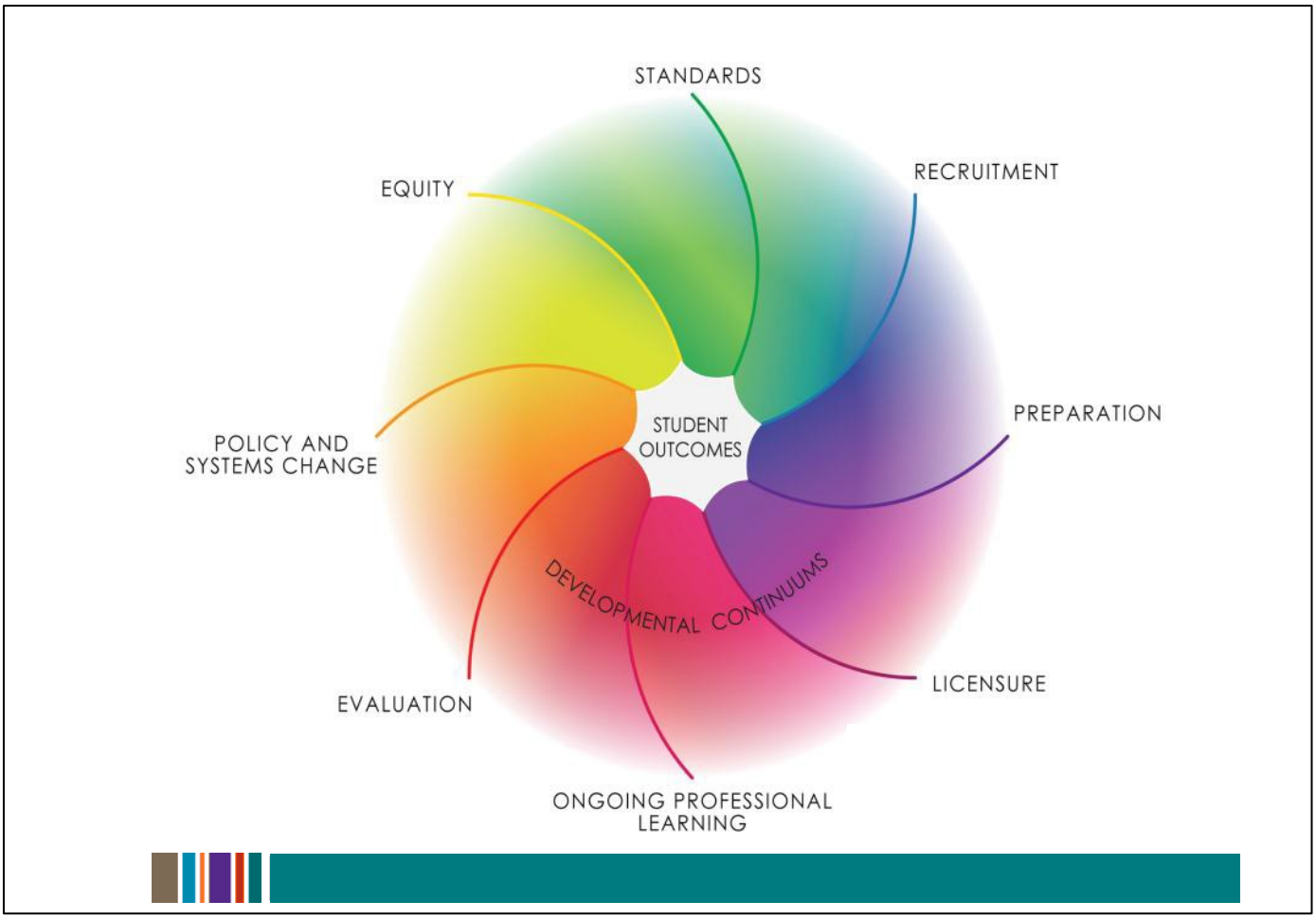
- District teacher and principal evaluation and support systems must:
    - Be used for continual improvement of instruction
    - Meaningfully differentiated performance using at least three performance levels
    - Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities) and other measures of professional practice (which may be gathered through multiple formats and sources)
    - Evaluate teachers and principals on a regular basis
    - Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development
    - Be used to inform personnel decisions
- Ensure districts implement teacher and principal evaluation and support systems consistent with state adopted guidelines

Oregon's New Required Elements in Teacher Evaluation and Support Systems

(Implementation to begin in the 2013-14 school year)

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world.
2. **Differentiated (4) Performance Levels.** Teacher and administrator performance on the standards of professional practice are measured on four performance levels. ODE will provide districts approved research-based rubrics aligned to the state adopted standards.
3. **Multiple Measures**. Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle**. Teachers and administrators are evaluated on a regular cycle of continuous improvement that includes self -reflection, goal setting, observations, formative assessment and summative evaluation.
5. **Aligned Professional Learning**. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

Educator Effectiveness System



PURPOSE and GOALS OF EVALUATION

Effective teaching and leadership matter. Within the school environment, teachers and administrators have the most impact in creating equity and excellence for each and every student. Teachers and administrators have a challenging task in meeting the needs of an educationally diverse student population, and meaningful evaluations are necessary to provide educators with the support, recognition, and guidance needed to sustain and improve their efforts. Evaluation systems must be designed comprehensively to go beyond the use of personnel decision making to inform the growth process across the system and to measure a full range of performance across different settings. The primary goal of elevating teaching, leading, and learning throughout the systems cannot be accomplished with summative assessment alone.

Undertaking the work of designing, implementing, and monitoring an effective evaluation and support system for educators is both complex and time consuming; however, based upon the powerful correlation between teacher and principal effectiveness to student learning and growth, this work is imperative and of the utmost importance.

The ultimate goal of strengthening teacher and leader evaluation systems in Oregon is to ensure equitable outcomes where all students, regardless of background, are ready for college, careers, and engaged citizenship by ensuring the following outcomes:

- Improved student learning at all schools and for all students

- Effective teachers in every classroom
- Effective leaders in every school and district
- Reducing achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student
- Continuous professional growth for teachers and leaders throughout their careers

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems creates a fair and equitable system to measure teacher and leader effectiveness. This valid and reliable system will meaningfully differentiate performance using four performance levels and will include measures of teachers' and principals' contribution to student learning and growth toward academic goals and learning standards.

Purposes of the evaluation and support system are to:

- Strengthen the knowledge, dispositions, performances and practices of teachers and administrators to improve student learning
- Strengthen support and professional growth opportunities for teachers and administrators based on their individual needs in relation to the needs of students, school, and district
- Assist school districts in determining effectiveness of teachers and administrators in making human resource decisions.

Defining Teacher and Principal Effectiveness:

Development of evaluation and support systems should begin with defining the terms "effective" teacher and "effective" principal (or administrator). The Educator Effectiveness Workgroup developed the definitions below, which reflect the adopted Model Core Teaching Standards (OAR 581-022-1724) and Educational Leadership/Administrator Standards (OAR 581-022-1725).

Teacher Effectiveness

Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility.

By demonstrating proficiency in the adopted teaching standards, effective teachers improve student learning and growth by providing instruction that enables all students regardless of their background to meet and exceed ambitious goals and standards for student learning. Effective teachers empower every student to take ownership of his or her own learning and leverage diverse student assets to promote learning for all students.

Through implementation of the Common Core State Standards (CCSS), effective teachers integrate cross-disciplinary skills to help students master content and apply knowledge and skills to explore ideas, propose solutions, develop new understandings, solve problems, and imagine possibilities. They strive to eliminate achievement gaps and to prepare diverse student populations for postsecondary and workforce success.

Effective teachers use assessment data to monitor each learner's progress formatively, adjust instruction as needed, provide feedback to learners, and document learner progress against standards using multiple sources of evidence. They also analyze student-learning outcomes to plan meaningful learning opportunities, customize instruction for students with a wide range of individual and cultural differences, and incorporate new technologies to maximize and individualize learning experiences.

Effective teachers understand that helping all students succeed cannot happen in isolation; they engage in intensive professional learning, peer and team collaboration, continuous self-reflection, consultation with families, and ongoing study of research and evidence-based practice. Effective teachers demonstrate leadership by encouraging transparency and contributing to positive changes in practice, which advance the profession. They also lead by modeling ethical behavior, taking responsibility for the learning and well being of all students, and supporting a shared vision and collaborative culture. Effective teachers communicate high expectations to students and their families, in particular those who have historically been left behind/marginalized, and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. They perform all duties according to the ethical and competent standards set by the Teachers Standards and Practices Commission.

Summative Evaluation

Oregon is committed to ensure that summative evaluation represents a holistic judgment of the teacher's or administrator's performance based on the Standards of Professional Practice and his/her impact on student learning and growth. During the 2012-13 school year, the Framework for Teacher and Administrator Evaluation and Support Systems will be piloted in 14 school districts. ODE will work with experts, evaluators, and consultants to collect and analyze data, collaborate with other states around their implementation findings, and develop guidelines for ensuring that evidence of student learning and growth is valid and reliable, and included as a significant factor in teacher and administrator evaluation.

Multiple Measures Address the Needs of All Teachers

Using multiple measures of student growth allows for the inclusion of all educators in the evaluation system, including those in non-tested subjects (e.g., the arts, music, PE) and grades for which standardized state tests are not administered. Basing the evaluation on multiple measures of student growth and measures of professional practice and professional responsibility allows appropriate customization of evaluations for special education teachers and English Language Learner (ELL) teachers. For these educators, rigorous classroom based measures provides another way to show concrete of evidence teachers' contribution to equitable student growth where standardized tests for their particular subject, grade, or specialization are not available.

While all Oregon teachers are held to the same standards of professional practice, evaluation processes and tools will be differentiated to accommodate the unique skills and responsibilities of special education and ELL teachers where applicable.

Specialized skills and responsibilities for teachers who work with students with disabilities may include, for example:

- Knowledge of evidence-based instructional strategies for students with special needs
- Appropriate use of instructional strategies and interventions to accommodate individual learning differences and augment achievement
- Knowledge of current special education legislation/laws to maintain legal compliance
- Progress monitoring (specifically with IEP goals)
- Effective case management skills to maintain records, prepare reports and correspondence; complete accurate and appropriate IEPs and meet compliance timelines
- Knowledge of social and behavioral interventions
- Specialized interventions for students with severe cognitive disabilities or other complex impairments

- Knowledge of texts, materials, and specialized equipment to support the individual learning needs of students
- Considerable knowledge of current literature, trends, and community resources (local, state, national) to provide information or support to parents
- Effective collaboration and communication skills with parents, educational personnel, students and other involved parties

Specialized skills and responsibilities for teachers who work with English Language Learners (ELL) may include, for example:

- Increase attention to home language and cultures
- Build connections between the students' school and home
- Employ appropriate research-based strategies to ensure students achieve literacy (e.g., developing and using ELL literacy strategies, curriculum products, implementation plans and assessment tools)
- Exhibit theoretical and research-based knowledge of language acquisition and child development
- Work collaboratively with teachers in recognizing and responding to the multiple needs of the diverse learners
- Use a variety of ongoing, instructionally based assessment approaches to inform and differentiate instruction
- Research, teach, and model best practices used to address the needs of those students who struggle with reading and writing
- Assist with implementing a balanced approach of direct teaching using authentic, literature based reading and writing opportunities
- Assist with district and school wide literacy initiatives
- Keep abreast of technical, legislative, and professional developments and trends affecting ELL programs, disseminate information to appropriate district personnel and provide ongoing professional development, and make recommendations for program adjustments
- Disaggregate and analyze data to target instruction, enhance student learning, and inform teacher practice
- Assist in monitoring the district's effectiveness and compliance with local, state, federal and court ordered requirements related to ELL programs

Evaluation and Professional Growth Cycle for Teacher Evaluation

Teacher evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.

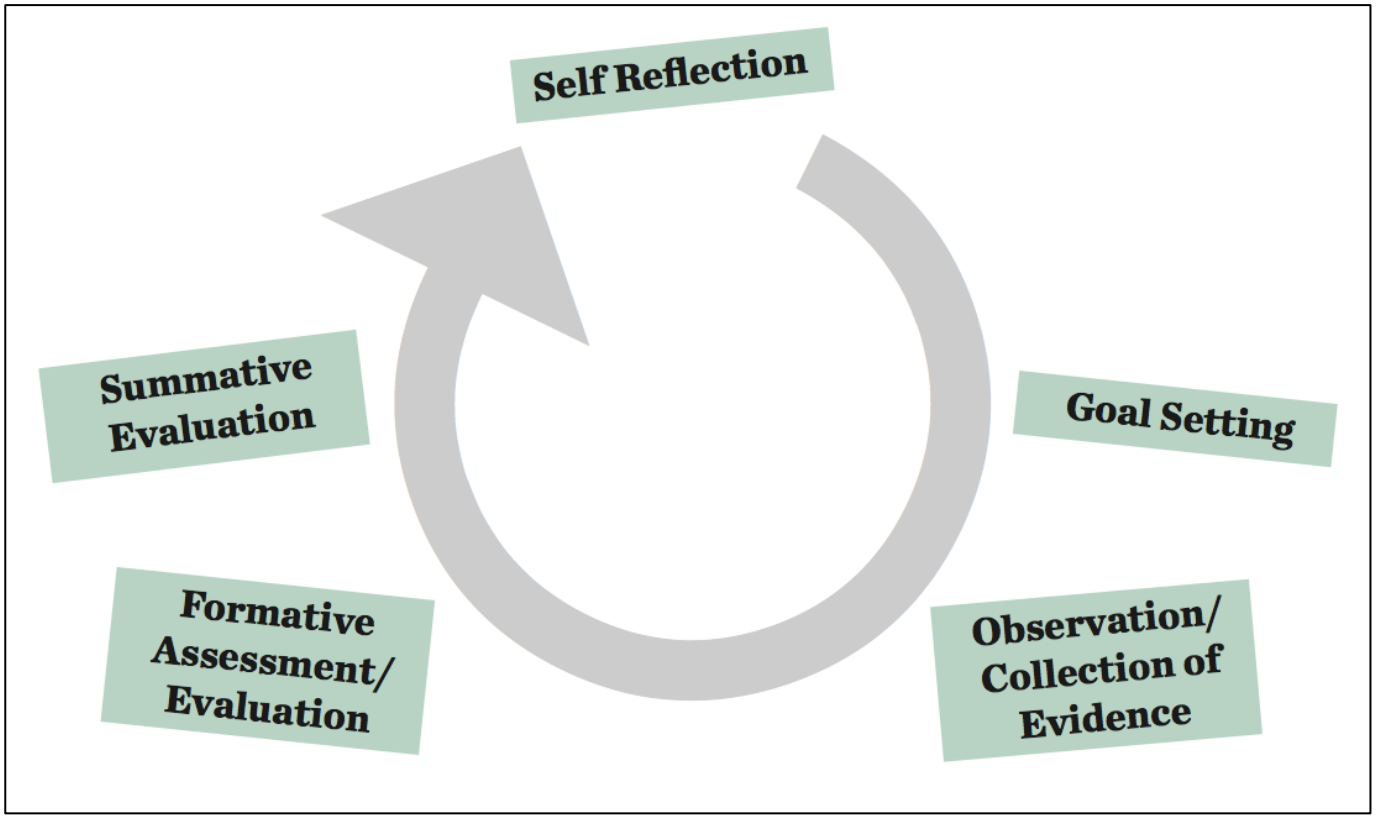
A common vision, identified professional standards, and a research based performance rubric provide the foundation for common expectations, vocabulary and understanding. The evaluation process based on common language empowers the voice of the educator and observer. The following diagram illustrates the critical steps in the cycle. This cycle can be adapted to local district processes.

Steps in an Evaluation and Professional Growth Cycle:

Step 1: Self-Reflection
Based on the standards of professional practice, the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting

Step 2: Goal Setting (Student growth goals and professional goals)
Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal setting.

Step 3: Observation and Collection of Evidence (Multiple measures)
The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation.



Step 4: Formative Assessment/Evaluation (Analysis of evidence, Professional conversations, and Professional growth) The evaluator and educator review the educator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the educator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional

growth needs. These conversations help the educator make adjustments in his/her practice and select relevant professional learning opportunities.

Step 5: Summative Evaluation
This step is the culmination of multiple formative observations, reflections, professional conversations, etc. Evaluator assesses the educator's performance against the standards of professional practice, attainment of student learning goals, and attainment of professional practice goals.

Frequency of Evaluations
The evaluation and professional growth cycle is an ongoing process throughout an educator's career. The cycle begins with a self-reflection and culminates in a summative evaluation. The summative evaluation is the springboard that leads into a new cycle. The summative evaluation occurs on a cycle determined by the educator's contract status:

- Probationary teachers - every year
- Contract teachers – at least every two years
- Probationary administrators - every year
- Administrators – at least every two years

Personnel Decisions
SB 290 and OAR 581-022-1723:
Adopt teaching and administrator standards to improve student academic growth and achievement by assisting school districts in determining the effectiveness of teachers and administrators and in making human resource decisions. School districts must describe in local board policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.).

Aligned Professional Learning
The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. High quality professional learning is sustained and focused and relevant to the educator's goals and needs. All educators must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standard.

Woodburn School District: Woodburn Educator Growth and Evaluation System (W.E.G.E.S.)

Woodburn School District Evaluation…

Recent past: Woodburn School District has had the "Performance Supervision and Evaluation of Licensed Teaching Professionals Program" since 2009. It was developed for use as a pilot program for the 2008-2009 school year. The program was developed by a committee comprised of District and building administrators and teachers appointed by the Woodburn Education Association. The Core of the Program was the Performance Standards, the District's operational definition of effective teaching. The primary resource was *Enhancing Professional Practice*: *A Framework for Teaching,* Second Edition by Charlotte Danielson. This framework provided the basis for the District Performance Standards, although care was taken to revise or add standards and descriptive language as needed to meet the unique characteristics and requirements teachers face in the Woodburn School District relative to language, biliteracy and culture. This means that Woodburn is not new to performance evaluation systems, teaching standards, acceptable levels of performance, or teachers collaborating with supervisors in gathering data and information on performance across the full scope of the standards.

Now: Due to the increased demands of the new state and federal requirements outlined in the framework above, Woodburn was faced with a need: to develop a new system to meet the requirements of the law. A new "Effective Educator" team was gathered again with district and building administrators and teachers from all levels. We began working and elected to adopt Marzano's Art and Science of Teaching Framework based on his book *The Art and Science of Teaching*. Marzano's framework had been cross-walked with InTASC and approved by the State of Oregon.

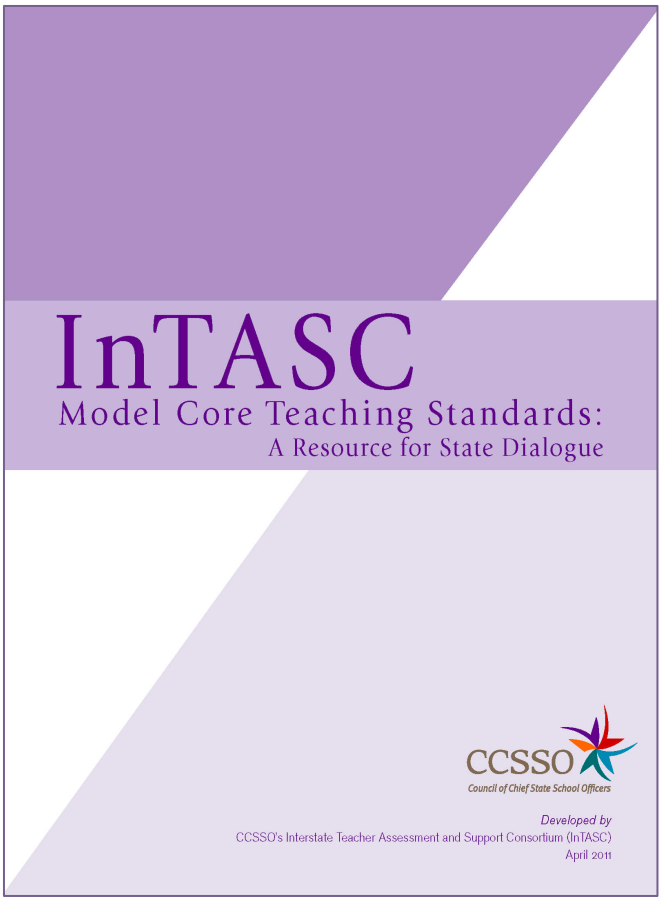
Woodburn's rationale for Marzano's model:

1. We were familiar with Marzano's work over the years. Our professional libraries contain collections of his books and videos. We had a history of adherence to his research and our vision of instruction and pedagogy has always aligned to his work.
2. Marzano's framework is based on the belief that ALL teachers can improve. We wanted to continue working in an evaluation model that promotes and supports growth of every teacher on a specific scale.
3. The Marzano model focuses more on the teaching behaviors that occur in the classroom with 41 of the 61 elements specifically dedicated to classroom behaviors of teachers. None of the other models focus on classroom strategies to this extent. This heavy focus on classroom behavior is due to the causal relationship that we know from research: We believe that teachers are the most impactful variable in a student's academic growth and that teachers' behaviors in the classrooms directly affect student achievement.
4. The Marzano work is based on over 30 years of research into classroom strategies that have a known effect on student learning.
5. The Marzano model is also specific and user friendly to help create consistency between the different evaluators. Inter-rater reliability is a key factor in this system.
6. The Marzano model offers easy access to resources for evaluators and teachers on each of the student and teacher behaviors within each element.

THE INTASC TEACHING STANDARDS AT A GLANCE

(Adopted by the State of Oregon with passage of SB 290 and cross-walked with Marzano's framework, see Appendix)

1) THE LEARNER AND LEARNING



Standard #1: Learner Development

The teacher understands how students grow and develop, recognizing that pat- terns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

Standard #3: Learning Environments

The teacher works with other to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

2) CONTENT KNOWLEDGE

Standard #4: Content Knowledge

The teacher understands the central concepts tools of inquiry, and structures of the discipline(s) he or she teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3) INSTRUCTIONAL PRACTICE

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage students in their own growth, to monitor learner progress, and to guide the teacher's and student's decision-making.

Standard #7: Planning for Instruction

The teacher plans instruction that sup- ports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of students and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

4) PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

Evaluation Calendar & Timelines

August	• August Inservice Days ○ Refresher training: "Art & Science of Teaching" by Marzano

September	• September
	  ○ Late start professional development and training days
	  ○ ***All*** teachers gather student data for goal setting
	  ○ ***All*** teachers engage in self-reflection for goal setting
	  ○ ***All*** teachers set student growth goals (SLG's)
	  ○ Supervisors begin informal observations

October	• October
	  ○ Late start professional development and training days
	  ○ ***All*** teachers finalize student growth goals (SLG's) (by October 15th)
	  ○ Informal and formal observations begin
	  ○ ***All*** teachers continue to gather evidence and collect artifacts of Professional Practice & Responsibilities
	  ○ ***All*** teachers continue to gather evidence of Student Growth

November	• November
	  ○ Informal and formal observations continue
	  ○ ***All*** teachers continue to gather evidence and collect artifacts of Professional Practice & Responsibilities
	  ○ ***All*** teachers continue to gather evidence of Student Growth

December	• December
	  ○ Progress reports for ***probationary*** teachers (by December 15th)
	  ○ Informal and formal observations continue
	  ○ ***All*** teachers continue to gather evidence and collect artifacts of Professional Practice & Responsibilities
	  ○ ***All*** teachers continue to gather evidence of Student Growth

January	• January
	  ○ Informal and formal observations continue
	  ○ ***All*** teachers continue to gather evidence and collect artifacts of Professional Practice & Responsibilities
	  ○ ***All*** teachers continue to gather evidence of Student Growth

February	• February
	  ○ Summative evaluations due for ***probationary*** teachers (by February 15th)
	  ○ Informal and formal observations continue
	  ○ ***All*** teachers continue to gather evidence and collect artifacts of Professional Practice & Responsibilities
	  ○ ***All*** teachers continue to gather evidence of Student Growth

March	• March
	  ○ Progress reports for ***contract*** teachers (*for teachers on summative evaluation cycle*) (by March 15th)
	  ○ Informal and formal observations continue
	  ○ ***All*** teachers continue to gather evidence and collect artifacts of Professional Practice & Responsibilities
	  ○ ***All*** teachers continue to gather evidence of Student Growth

April	• April
	  ○ Summative evaluations due for ***contract*** teachers (*for teachers on summative evaluation cycle*) (by April 30th)
	  ○ Informal and formal observations continue
	  ○ ***All*** teachers continue to gather evidence and collect artifacts of Professional Practice & Responsibilities
	  ○ ***All*** teachers continue to gather evidence of Student Growth

May/June	• May/June
	  ○ Informal and formal observations continue
	  ○ ***All*** teachers continue to gather evidence and collect artifacts of Professional Practice & Responsibilities
	  ○ ***All*** teachers continue to gather evidence of Student Growth

Standards of Professional Practice and Differentiated Performance Levels

(from Marzano Art and Science of Teaching Framework Learning Map)

Domain 1: Classroom Strategies and Behaviors

WSD Standard 1: Communicating Learning goals, Tracking student progress and celebrating success

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

1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

WSD Standard 2: Establishing and maintaining classroom rules and procedure

Design question: What will I do to establish or maintain classroom rules and procedures?

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

WSD Standard 3: Interacting with new knowledge

Design question: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

WSD Standard 4: Practicing and deepening new knowledge

Design question: What will I do to help students practice and deepen their understanding of new knowledge?

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

WSD Standard 5: Generating and testing hypotheses about knew knowledge

Design question: What will I do to help students generate and test hypotheses about knew knowledge?

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

WSD Standard 6: Engaging students

Design question: What will I do to engage students?
24. Noticing when Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

WSD Standard 7: Recognizing and acknowledging adherence and lack of adherence to classroom rules and procedures

Design question: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

WSD Standard 8: Maintaining effective relationships with students

Design question: What will I do to establish and maintain effective relationships with students?
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

WSD Standard 9: Communicating high expectations for all students

Design question: What will I do to communicate high expectations for all students?
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Domain 2 Planning and Preparing

WSD Standard 10: Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

WSD Standard 11: Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

WSD Standard 12: Planning and Preparing for the Needs of English Language Learners
47. Planning and Preparing for the Needs of English Language Learners

WSD Standard 13: Planning and Preparing for the Needs of Students Receiving Special Education
48. Planning and Preparing for the Needs of Students Receiving Special Education

WSD Standard 14: Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Planning and Preparing for the Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on teaching

WSD Standard 15 Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

WSD Standard 16 Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

WSD Standard 17 Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

WSD Standard 18 Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

WSD Standard 19 Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

WSD Standard 20 Promoting Legal Compliance ("Specialists only" WSD)
61. Adhering to Federal, State & District requirements for Special Programs

Teacher Evaluation Rubric: Differentiated Performance Levels

(based on Marzano Art and Science of Teaching Framework)

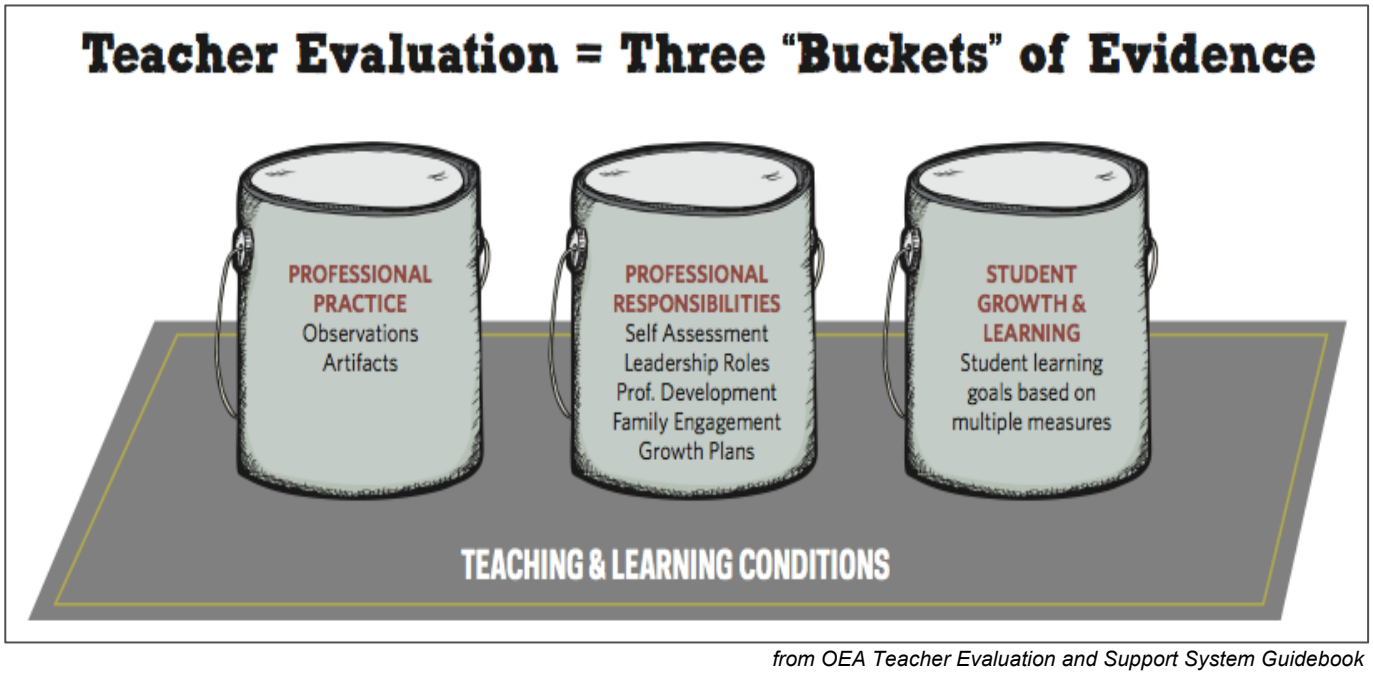
Rating on Standard:	Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Domain 1: Classroom Strategies and Behaviors					
WSD Standard 1: Communicating Learning goals, Tracking student progress and celebrating success *Design question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?* ➢ 1. Providing Clear Learning Goals and Scales (Rubrics) ➢ 2. Tracking Student Progress ➢ 3. Celebrating Success	☐	☐	☐	☐	☐
WSD Standard 2: Establishing and maintaining classroom rules and procedure *Design question: What will I do to establish or maintain classroom rules and procedures?* ➢ 4. Establishing Classroom Routines ➢ 5. Organizing the Physical Layout of the Classroom	☐	☐	☐	☐	☐
WSD Standard 3: Interacting with new knowledge *Design question: What will I do to help students effectively interact with new knowledge?* ➢ 6. Identifying Critical Information ➢ 7. Organizing Students to Interact with New Knowledge ➢ 8. Previewing New Content ➢ 9. Chunking Content into "Digestible Bites" ➢ 10. Processing of New Information ➢ 11. Elaborating on New Information ➢ 12. Recording and Representing Knowledge ➢ 13. Reflecting on Learning	☐	☐	☐	☐	☐
WSD Standard 4: Practicing and deepening new knowledge *Design question: What will I do to help students practice and deepen their understanding of new knowledge?* ➢ 14. Reviewing Content ➢ 15. Organizing Students to Practice and Deepen Knowledge ➢ 16. Using Homework ➢ 17. Examining Similarities and Differences ➢ 18. Examining Errors in Reasoning ➢ 19. Practicing Skills, Strategies, and Processes ➢ 20. Revising Knowledge	☐	☐	☐	☐	☐
WSD Standard 5: Generating and testing hypotheses about knew knowledge *Design question: What will I do to help students generate and test hypotheses about knew knowledge?* ➢ 21. Organizing Students for Cognitively Complex Tasks ➢ 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing ➢ 23. Providing Resources and Guidance	☐	☐	☐	☐	☐

WSD Standard 6: Engaging students *Design question: What will I do to engage students?* ➢ 24. Noticing when Students are Not Engaged ➢ 25. Using Academic Games ➢ 26. Managing Response Rates ➢ 27. Using Physical Movement ➢ 28. Maintaining a Lively Pace ➢ 29. Demonstrating Intensity and Enthusiasm ➢ 30. Using Friendly Controversy ➢ 31. Providing Opportunities for Students to Talk about Themselves ➢ 32. Presenting Unusual or Intriguing Information	☐	☐	☐	☐	☐
WSD Standard 7: Recognizing and acknowledging adherence and lack of adherence to classroom rules and procedures *Design question: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?* ➢ 33. Demonstrating "Withitness" ➢ 34. Applying Consequences for Lack of Adherence to Rules and Procedures ➢ 35. Acknowledging Adherence to Rules and Procedures	☐	☐	☐	☐	☐
WSD Standard 8: Maintaining effective relationships with students *Design question: What will I do to establish and maintain effective relationships with students?* ➢ 36. Understanding Students' Interests and Background ➢ 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students ➢ 38. Displaying Objectivity and Control	☐	☐	☐	☐	☐
WSD Standard 9: Communicating high expectations for all students *Design question: What will I do to communicate high expectations for all students?* ➢ 39. Demonstrating Value and Respect for Low Expectancy Students ➢ 40. Asking Questions of Low Expectancy Students ➢ 41. Probing Incorrect Answers with Low Expectancy Students	☐	☐	☐	☐	☐
Domain 2 Planning and Preparing					
WSD Standard 10: Planning and Preparing for Lessons and Units ➢ 42. Effective Scaffolding of Information with Lessons ➢ 43. Lessons within Units ➢ 44. Attention to Established Content Standards	☐	☐	☐	☐	☐
WSD Standard 11: Planning and Preparing for Use of Resources and Technology ➢ 45. Use of Available Traditional Resources ➢ 46. Use of Available Technology	☐	☐	☐	☐	☐

WSD Standard 12: Planning and Preparing for the Needs of English Language Learners ➢ 47. Planning and Preparing for the Needs of English Language Learners	☐	☐	☐	☐	☐
WSD Standard 13: Planning and Preparing for the Needs of Students Receiving Special Education ➢ 48. Planning and Preparing for the Needs of Students Receiving Special Education	☐	☐	☐	☐	☐
WSD Standard 14: Planning and Preparing for the Needs of Students Who Lack Support for Schooling ➢ 49. Planning and Preparing for the Needs of Students Who Lack Support for Schooling	☐	☐	☐	☐	☐
Domain 3: Reflecting on teaching					
WSD Standard 15: Evaluating Personal Performance ➢ 50. Identifying Areas of Pedagogical Strength and Weakness ➢ 51. Evaluating the Effectiveness of Individual Lessons and Units ➢ 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	☐	☐	☐	☐	☐
WSD Standard 16: Developing and Implementing a Professional Growth Plan ➢ 53. Developing a Written Growth and Development Plan ➢ 54. Monitoring Progress Relative to the Professional Growth and Development Plan	☐	☐	☐	☐	☐
Domain 4: Collegiality and Professionalism					
WSD Standard 17: Promoting a Positive Environment ➢ 55. Promoting Positive Interactions with Colleagues ➢ 56. Promoting Positive Interactions about Students and Parents	☐	☐	☐	☐	☐
WSD Standard 18: Promoting Exchange of Ideas and Strategies ➢ 57. Seeking Mentorship for Areas of Need or Interest ➢ 58. Mentoring Other Teachers and Sharing Ideas and Strategies	☐	☐	☐	☐	☐
WSD Standard 19: Promoting District and School Development ➢ 59. Adhering to District and School Rules and Procedures ➢ 60. Participating in District and School Initiatives	☐	☐	☐	☐	☐
WSD Standard 20: Promoting Legal Compliance ("Specialists only" WSD) ➢ 61. Adhering to Federal, State & District requirements for Special Programs	☐	☐	☐	☐	☐

What Does Multiple Measures Mean?

Evaluations will be based on Multiple Measures. Multiple sources of data are to be used when measuring teacher performance. Three categories must be considered: professional practice, professional responsibilities, and student learning and growth. Evidence from each of these categories then informs the overall evaluation outcomes. Consider these categories as you would the three legs of a stool or the three "buckets" in which you will collect your evidence.



from OEA Teacher Evaluation and Support System Guidebook

Categories of Evidence for Multiple Measures of Effectiveness

Professional Practice	Professional Responsibilities	Student Learning Outcomes
Artifacts • Teacher developed assessments • Unit or Lesson Plans Observations • Notes/feedback from informal observations • Written feedback from formal observations	Feedback • Supervisor feedback • Surveys Artifacts • PLC notes • Parent/Teacher contact log • Grade level meeting notes	Student Evidence • Student work (quizzes, homework, presentations, etc.) • Portfolios • Performance Assessment • District Assessments • State Assessments • Classroom Assessments (formative and summative)

Professional Practice and Professional Responsibilities Evidence & Artifacts

Evidence & Artifacts Related to Marzano's Standards
The following are some examples of artifacts or evidence that teachers may submit as evidence of their professional practices, responsibilities, or student learning and growth. A "Cover Page" has been created to assist in organizing artifacts or evidence and describing which of Marzano's elements they provide evidence for.
Evidence of Professional Practice Examples of evidence are listed by Marzano Element Number.
Domain 1: Classroom strategies and behaviors Evidence for most of these indicators will be collected during teachers' classroom observations; however, the following additional artifacts may offer the opportunity to provide further evidence of professional practice. 2. Tracking student progress: * Assessment binders/notebooks/ grade books/ data spreadsheets/ * Proficiency tracking as shown in posters, charts, spreadsheets etc. 16. Using homework * Examples of homework assignments 34. Applying consequences for lack of adherence to rules and procedures * Parent/student contact log * Student behavior plan * Community agreements or classroom rules * Consequence system 35. Acknowledging adherence to rules and procedures * Parent/student contact log * Recognition system 39. Demonstrating value and respect for low expectancy students * Student profile sheets or documents

Domain 2: Planning and preparing

42, 43, 44. Planning and preparing for lessons and units:
* Teacher-developed unit assessments
* Lesson and unit plans
* Annual work plans

45, 46. Planning and preparing for use of materials and technology
* List of resources, supplies and materials
* Resources, supplies and materials are available for use

47, 48, 49. Planning and Preparing for Special Needs of Students
* Lesson plans contain differentiation strategies for diverse groups of learners
* Planning for providing adaptations and accommodations for students who have little or no support at home for schooling

Domain 3: Reflection on Teaching

50, 51, 52. Evaluating Personal Performance
* Mid course and end of the year written reflection
* PLC notes that show analysis of unit effectiveness and next steps
* Reflection on lesson plan (corrections, notes) and next steps to improve process

53, 54. Developing and Implementing a professional growth and development plan
* Written professional goal and growth plan with specific and measurable steps

Evidence of Professional Responsibilities

Domain 4: Collegiality and Professionalism

55, 56. Promoting a Positive Environment
* Log of communication with parents and families of students
* Newsletters, fliers, invitations sent home to parents
* Log of home visits
* Family school connections notebook or journal
* Positive feedback sent to parents of student progress (certificates, notes, academic and behavior awards)
* Parent involvement activities (sign in sheet, pictures, clips, products of the activity, parent volunteer list etc)

57, 58. Promoting exchange of ideas and strategies
* Notes from meetings, email communication, educational assistant lesson plan that demonstrate positive interactions focused on student learning with other teachers, specialists, resource teachers, counselors and paraprofessional staff:
* PLC notes reflecting effective collaboration
* Documents that reflect sharing of classroom and behavior strategies
* Materials used to present professional content to colleagues
* Collaborative Assessment Logs for new teachers and their mentor.

61. Promoting Legal Compliance: Adhering to Federal, State & District Requirements for Special Programs*
**Specialists Only*
*Special Education documentation and paperwork
*English Language Learner Monitoring documentation and paperwork
*Meeting dates and timelines (calendar)
*Sign-in sheets (showing parent attendance)
*Student data gathered for reporting purposes

Woodburn Educator Growth and Evaluation System

Artifact and/or Evidence Cover Page

Teacher Name: _____

Evaluator Name: _____

School:_____

Evidence /Artifact Number: _____ Date Collected: _____

Description of Artifact or Evidence	**Aligned Indicators:** *Which Marzano Element is connected to?*
Synthesize the reasons why you chose this artifact and how it connects with the element	

Student Learning and Growth Goal Setting Process

Student Learning and Growth as a Measure of Teaching Effectiveness

(*from OEA Teacher Evaluation and Support System Guidebook)*

Student Learning and Growth: Evidence of teachers' contribution to student learning and growth.
The Oregon Framework requires at least two student-learning goals and the identification of strategies and measures that will be used to determine goal attainment. Teachers also specify what evidence will be provided to document progress on each goal:

1. Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.

2. Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach. [OEA recognizes this as a state requirement, but this may be a complex task, as many subjects/content areas do not have measures outside of category 3.]

Table 1. Categories of Measures for SLG Goals

Category	Types of Measures	Guidance

1	• Oregon's state assessments
	  ○ SMARTER Balanced (formerly OAKS)
	  ○ Extended Assessments[1]
		• Same assessment and administration guidelines are used statewide

2	• Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria[2]

[1]Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments
[2]ODE will provide state criteria by June 1, 2014

Student Learning and Growth Goal-Setting Process

• Teachers review baseline data and create goals that measure the learning of all students. Goals span a school year or complete course of study. OEA recommends you write growth goals on skill acquisition or content as demonstrated by evidence from multiple student learning measures, and do not write student learning goals about growth in the number of students "passing" particular assessments or student learning measures (i.e., do not write goals that read "10% more students will pass the OAKS reading test", or "15% more students will receive all 4s or higher on their expository writing samples").

- Teachers collaborate with supervisor/evaluator to establish student-learning goals. In addition, teachers may collaborate to establish student-learning goals for their grade levels, departments, or curricular teams.

- Teachers will establish at least two student-learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal. OEA recommends that each student-learning goal contain multiple measures of student learning and to avoid a workload issue by using measures of student learning already in use in your classroom. For example, in a student learning goal created by a teacher in a "tested grade or subject," a teacher would create a goal around improving or showing growth in a particular reading skill then would include a variety of student learning measures to show evidence of progress toward this goal, i.e., OAKS, a curriculum-based assessment, and a sample of students' work/portfolios.

- Teachers complete goal setting in collaboration with their supervisor/evaluator. During the collaborative planning process, the teacher and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals (SMART = Specific and Strategic; Measurable; Action oriented; Rigorous, Realistic, and Results-focused; Timed and Tracked).

- Teachers meet with supervisor/evaluator to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.

- Teachers, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.

Student Learning and Growth Goal Setting for Teachers

WSD TEACHER

STUDENT LEARNING GOAL-SETTING, PROGRESS REPORT & SUMMATIVE REVIEW FORM

Teacher: _____ **School:** _____

Contract Status: ☐ **Probationary 1** ☐ **Probationary 2** ☐ **Probationary 3** ☐ **Contract**
Probationary = Goal Setting & Summative Evaluation Annually
Contract = Goal Setting Annually & Summative Evaluation Biennially

Grade Level: ☐ **Elementary** ☐ **Middle School** ☐ **High School**

Goal Type: ☐ **Individual Goal** ☐ **Team Goal** **School Year:** _____

Administrator/evaluator: _____ **Date:** _____

STUDENT LEARNING GOAL 1		
Goal-Setting Conference	**Subject/Content Standards/Skills**	
	Assessments	❑ Category 1 _____ ❑Category 2 _____
	Describe Context/Students	
	Baseline Data ☐ **Data Attached**	
	Student Growth Goal (Targets) **SMART = S**pecific & **S**trategic, **M**easurable, **A**ction-oriented, **R**igorous, **R**ealistic, **R**esults-focused, **T**imed and **T**racked**)**	
	Rationale	
	Strategies **(from Marzano's Art and Science of Teaching Framework)**	
	Professional Learning Goal to Support SLG	

STUDENT LEARNING GOAL 2	
Subject/Content Standards/Skills	
Assessments	❑ Category 1 _____ ❑Category 2 _____
Describe Context/Students	
Baseline Data ☐ **Data Attached**	
Student Growth Goal (Targets) **SMART = S**pecific & **S**trategic**, M**easurable**, A**ction-oriented**, R**igorous**, R**ealistic**, R**esults-focused**, T**imed and **T**racked**)**	
Rationale	
Strategies **(from Marzano's Art and Science of Teaching Framework)**	
Professional Learning Goal to Support SLG	

Sign-Off at Initial Collaborative Meeting:

Teacher: _____ Date: _____ Evaluator: _____ Date: _____

SLG Goal Quality Review Checklist (*Oregon Department of Education*) Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.		
Baseline Data	**Yes**	**No**
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a "growth" goals v. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

Collaborative Progress Report Goal Review (SLG's)			
Reflection on Results			
Strategy Modification			
Teacher Signature:	**Date:**	**Evaluator Signature:**	**Date:**
End-of-Year Data Summative Review (SLG's)			
Reflection on Results			
Professional Growth Implications			
Teacher Signature:	**Date:**	**Evaluator Signature:**	**Date:**

SLG Goal Scoring Rubric (*Oregon Department of Education*) This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and administrator.			
Level of Progress		**Goal 1**	**Goal 2**
Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.	☐	☐
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	☐	☐
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	☐	☐
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. (*This category also applies when results are missing or incomplete*.)	☐	☐

Student Learning Goals: Development

SLG Development Process
From *Student Learning Objectives and Measures of Educator Effectiveness: The Basics* by the American Institute for Research, pages 3-7.

Though SLGs take on a variety of shapes and forms, the following five steps generally outline the first part of the SLG evaluation cycle, the SLG development process.

SLG development generally includes the following five steps:

1. Identify core content and standards
2. Gather and analyze data
3. Determine the focus of the SLG
4. Select or develop an assessment
5. Develop a growth target and rationale

STEP 1: Identify Core Concepts and Standards
The development process begins with an educator or a team of educators identifying the main content and standards for their grade or subject. In this step, the educator articulates the major concepts or skills that students will gain during the course. The content and standards should represent the essential learning of the course, such as key skills or overarching content, and the specific national or state standard(s) that align with that content. Content should be broad enough to represent the most important learning in the course, but narrow enough to be measured through one or more summative assessments.

STEP 2: Gather and Analyze Student Data

Gather baseline and trend data. SLGs are based on a clear understanding of the student population under the educator's charge. In this step, educators gather baseline and trend data to better understand how well prepared their students are for the content covered in the course. These data should include multiple sources, such as end-of-year data from the previous year, baseline data from district assessments, pretest data, student work samples, and benchmark tests or unit tests that address similar standards. Some states and districts also recommend using additional data including student transiency rates, pass/fail rates from earlier courses, and attendance rates. Some districts and states provide lists of approved data sources for use in SLG development. An example from the Georgia Department of Education is provided in Appendix C. After identifying curricular priorities and gathering baseline data, the educator is prepared to conduct a detailed analysis.

Conduct an analysis of student data. This step helps the educator determine the current level of student learning and the potential for growth. The educator analyzes his or her current students' data to identify trends in student performance and pre-assessment skills and knowledge (e.g., What level of prerequisite knowledge and interest do my current students have?). The educator can also review past students' data to identify growth trends specific to the SLG course (e.g., What is the average amount of growth attained in this course? Are there specific skills or content strands that particularly challenge students?). Based on the data analysis, the educator can decide which knowledge or skills the SLG(s) will target. To aid in this step, it may be helpful to think about three groups of students: those who are prepared to access the course content, those who are not prepared (need some remediation), and those who are very well prepared (and may be in need of some enrichment). Educators can organize student data into a useful chart for this step. A modified example from the state of Ohio is available in Appendix D.

SLGs come in a variety of forms as follows:

Course-Level SLGs—focused on the entire student population for a given course, which often includes multiple classes

Class-Level SLGs—focused on the student population in a given class

Targeted Student SLGs—separate SLGs for subgroups of students that need specific support

Targeted Content SLGs—separate SLGs for specific skills or content that students must master

Tiered Targets—often used within a course- or class-level SLG to set differentiated targets for the range of student abilities

STEP 3: Determine the Focus of the SLG

Identify the student population of focus for the SLG. SLGs can focus on a single class, multiple class periods, or subgroups of students. Targeted objectives allow educators to address specific subpopulations that need attention regarding a particular standard or topic. The review of assessment data may highlight trends for a subset of students on a similar trajectory or may reveal specific content that a whole class finds challenging. The first instance may lead to a targeted student SLG, while the second instance may lead to a targeted content SLG.

This step requires educators to articulate why they have chosen a particular group of students or a narrow set of skills or content as a focus of their SLG. For example, if an analysis shows that 80 percent of a class is weaker in a necessary skill, but 20 percent of students have already mastered the skill, an educator might create one SLG for the students who are struggling in the skill and a separate SLG for the students who have already mastered the skill. Another approach is to create an SLG that applies to everyone in the class that has tiered targets or separate learning goals for different subgroups of students.

Determine the interval of instruction. SLGs can cover an entire school year, a quarter, a trimester, or a semester.3 Educators set the interval of instruction based on their course structure. Districts may also set requirements for educators regarding the interval of instruction when state or district timelines for evaluation results conflict with course structure. For example, some states require evaluation data to be submitted in March, prior to the administration of most end-of-course assessments. In such cases, educators write their SLGs for semesters or trimesters—with the interval of instruction focused more on meeting the needs of the evaluation cycle than on showing growth over the entire year.

STEP 4: Select or Develop an Assessment

Valid and reliable assessments of student achievement are necessary for maintaining SLG rigor. In this step, educators indicate which summative assessments will be used to assess student learning at the end of the interval of instruction and consider which formative assessments will be used to track progress and make midcourse adjustments.

A CRITICAL NOTE:
SLGs are only as good as the baseline, trend, and assessment data upon which they are built. If these forms of data are invalid or unreliable, the growth target and SLG will be compromised.

Educators often choose their assessments based on guidance from the state or district. This guidance ensures that rigorous assessment standards are applied to educators uniformly. When multiple educators adopt the same SLG, it is advisable that all educators use the same assessment measure(s) to ensure that student progress is measured the same way and under the same testing conditions. For the purposes of SLG development, many states and districts recommend team-developed tests and advise educators to avoid using tests developed by an individual teacher.

Assessment options may include:

- Performance-based assessments, such as presentations, projects, and tasks graded with a rubric.

Growth targets should be considered estimates and handled with a degree of caution during the early years of implementation. Educators may set targets that are too ambitious (and unachievable) or too low (and insufficiently challenging for teachers and students), resulting in misleading evaluation results. To support educators and their evaluators in building their skill in setting and judging growth targets, states and districts can provide explicit guidance and training. Training should include how to identify student trends through data analysis, how to set appropriate growth expectations based on data, and how to identify appropriate formative and summative assessments and their limitations.

- Portfolios of student work, with samples throughout the year that illustrate knowledge and skills before and after a learning experience. A rubric is also needed for this type of assessment.
- State exams when value-added or standardized student growth scores are not available.
- Nationally normed tests.
- Educator, school-created, or district-created tests.

Educators should identify assessments that are:

- Aligned to national or state standards and to the SLG growth target (meaning that they measure the skills or content addressed by the SLG).
- Reliable, meaning that they produce accurate and consistent results.
- Valid, meaning that they measure what they are designed to measure.
- Realistic in terms of the time required for administration.

STEP 5: Develop a Growth Target and Rationale

In this final step of the SLG development process, educators must understand assessment data and identify student achievement trends to set rigorous yet realistic student growth targets. In this step, the educator writes specific growth targets for students that align with state or national standards, district priorities, and course objectives. These growth targets can include specific indicators of growth (e.g., percentage correct or number of questions answered correctly) that demonstrate an increase in learning between two points in time. The target can be tiered for students in the classroom to allow all students to demonstrate growth or it can apply to all students in a class, grade, or subject. Table 1 provides examples of teacher-developed growth targets.

Explain the rationale for the growth target. High-quality SLGs include strong justifications for why the growth target is appropriate and achievable for the group of students. In this step, educators provide precise and concise statements that describe student needs and explain in detail how the baseline and trend data informed the development of the growth target(s). When applicable, rationales should also connect with school and district goals or priorities and can include instructional strategies used to achieve SLG goals. Additional SLG resources, including examples, checklists, and timelines, are provided in Appendix G.

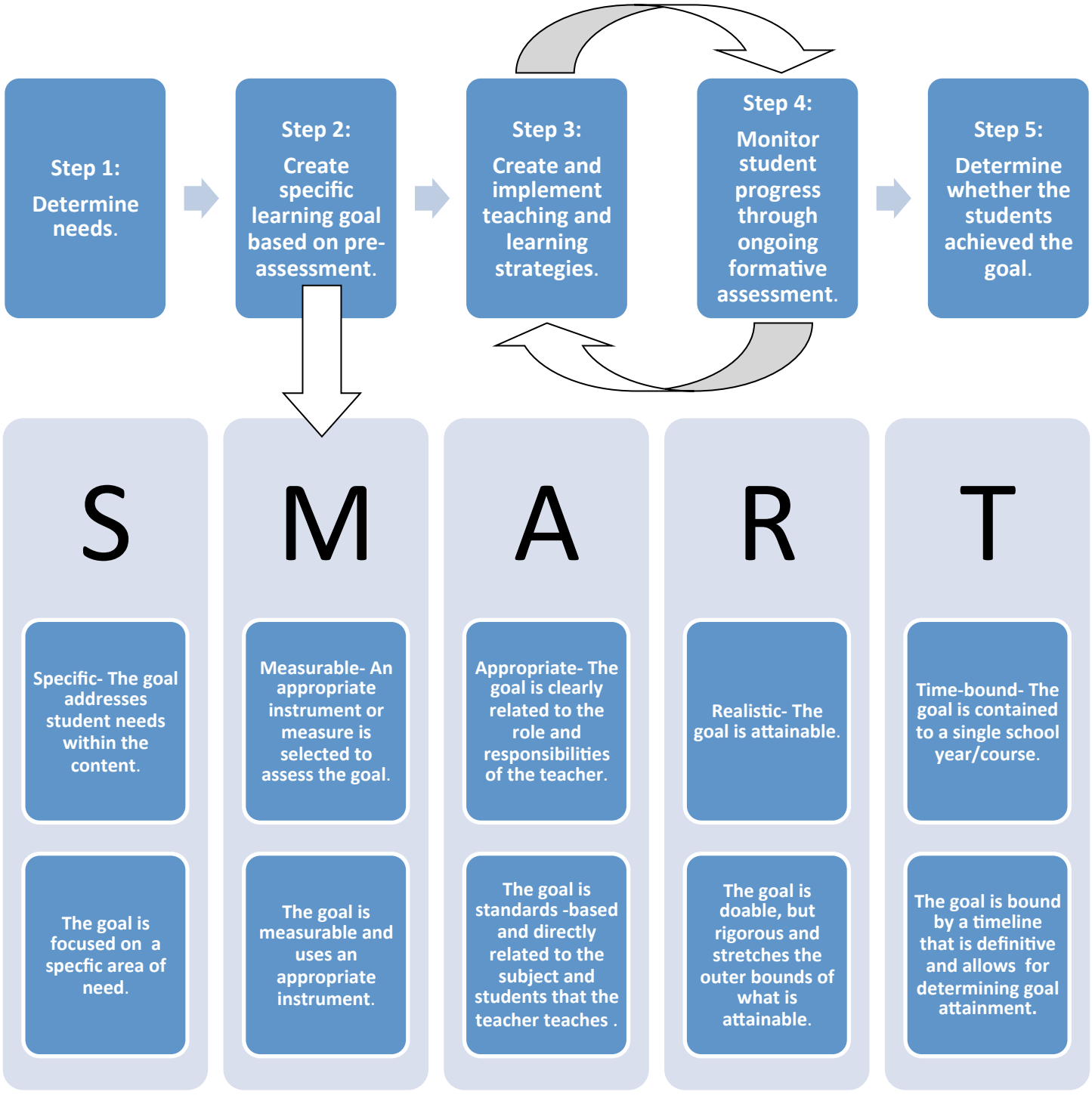
Student Learning Goals: SMART goals

Below is a checklist that will guide you in writing SLGs that are in accordance with SB290. You can write goals for your whole class, small groups or individual students, however, the combination of goals needs to address all your students. Your goal must cover a substantial timeframe as defined by your specific content area.

Guide for Developing SMART Student Learning Goals

Content	Context	Baseline Data	Types of Measures	Student Learning Goal	Strategies for Improvement
The goal is being written around which grade/subject / level? Define the timeframe.	What are the characteristics or special learning circumstances of my class(es)?	What are the learning needs of my students? Attach supporting data/ pre-assessment.	Category 1 is mandatory if available. If the results of the test are not available until after your summative review, you must also use another measure. For Categories 2 & 3, only one measure is needed per SLG.	Does my goal meet the SMART criteria?	How will I help students attain this goal? Provide specific actions that will lead to goal attainment.
☐ Did you identify one or more standards? ☐ Is the timeframe appropriate for the content you expect to teach? ☐ Is your timeframe appropriate for the assessment used? ☐ Your timeframe needs to be significant for your course. For example, it can be a unit, semester, or year long goal.	☐ Did you address your total student population in your set of goals, unless you and your administrator agreed otherwise? An individual goal may cover a smaller group. ☐ Did you consider IEP, ELL, 504 plans? ☐ Did you consider historically underserved populations?	☐ Did you identify the learning needs and skill level(s) of your students?	☐ Do you use OAKS or EasyCBM? You must use it for one of your goals. ☐ Did you use measures in at least 2 of the 3 categories? ☐ How will you provide opportunities to measure growth throughout the year? ☐ Are the measures valid and reliable? ☐ What support will be needed from the district on administration and interpretation of results?	☐ Did you use the flow chart? See the following page.	☐ Did you identify observable or documentable strategies? ☐ Are your strategies appropriate for learning content and skill level? ☐ Do you continually examine and adjust to better meet student needs?

Step-By-Step SMART Goal Process



*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education, Inc.

Student Learning Outcomes

Multiple Measures of Student Learning in Woodburn School District
Assessment Options

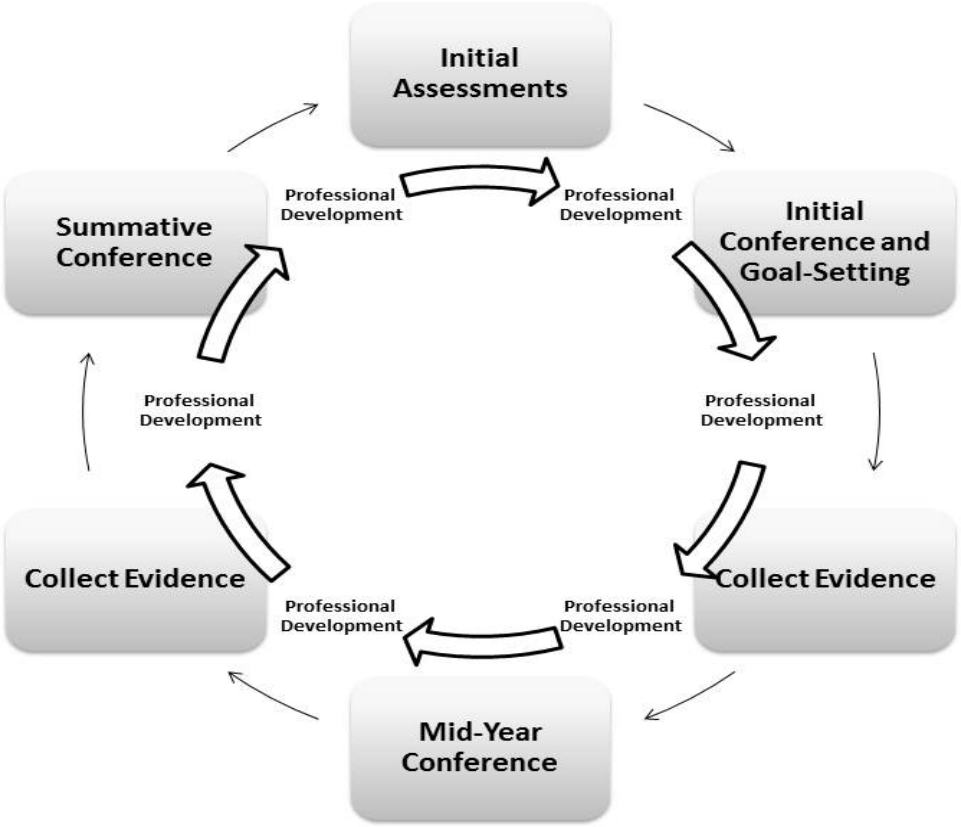
ELEMENTARY				
Cluster	**K-2**		**3-5**	
Elementary Teachers *State standardized tests*	**Category 1** State	**N/A**	**Category 1** State	**Reading** –OAKS/SBAC **Math** – OAKS/SBAC **Writing** – OAKS **English Language Development** - ELPA
Common national, international, regional district-developed measures: common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms	**Category 2** District	**Reading** – Aprenda, Fountas & Pinnell (English), EDL (Spanish), DRA (Russian) **Math** – (K-1) Northwest Regional Lab, Understanding Mathematical Thinking **Writing** – ODE Rubric **Second Language Acquisition –** ACTFL Proficiency Guidelines	**Category 2** District	**Reading** – Aprenda, Fountas & Pinnell (English), EDL (Spanish), DRA (Russian) **Math** – District-wide Unit Assessments **Writing** – ODE Rubric **Second Language Acquisition –** ACTFL Proficiency Guidelines
P.E.	**Category 1** State	N/A	**Category 1** State	N/A
	Category 2 District	Unit Assessments Presidents Physical Fitness	**Category 2** District	Unit Assessments Presidents Physical Fitness
Library Media Arts	**Category 1** State	N/A	**Category 1** State	N/A
	Category 2 District	Unit Assessments	**Category 2** District	Unit Assessments

Student Learning Outcomes

Multiple Measures of Student Learning in Woodburn School District
Assessment Options

SECONDARY				
Cluster	**6-8**		**9-12**	
Language Arts	**Category 1** State	Reading – OAKS/SBAC Writing – OAKS/SBAC	**Category 1** State	Reading – OAKS/SBAC Writing – OAKS/SBAC
	Category 2 District	Flynt & Cooter (Scholastic Reading Inventory – SRI) Reading Work Sample (Rubric)	**Category 2** District	Flynt & Cooter (Scholastic Reading Inventory – SRI) Reading Work Sample
ESOL &/or International Languages	**Category 1** State	ELPA (for ESOL)	**Category 1** State	ELPA (for ESOL)
	Category 2 District	Unit Assessment Data	**Category 2** District	Unit Assessment Data
Science/Social Studies	**Category 1** State	OAKS	**Category 1** State	OAKS
	Category 2 District	Unit Assessment Data Performance based assessment, Work Sample (Scientific Inquiry)	**Category 2** District	Unit Assessment Data Performance based assessment, Work Sample (Scientific Inquiry)
Math	**Category 1** State	OAKS/SBAC	**Category 1** State	OAKS/SBAC
	Category 2 District	Unit Assessment Data Mathematical Best Practices	**Category 2** District	Unit Assessment Data Mathematical Best Practices
P.E./Health	**Category 1** State	N/A	**Category 1** State	N/A
	Category 2 District	Unit Assessment Data President's Award Program	**Category 2** District	Unit Assessment Data President's Award Program
TECHNICAL				
Technology, Business, Engineering, etc.	**Category 1** State	N/A	**Category 1** State	N/A
	Category 2 District	Unit Assessment Data Performance based assessment	**Category 2** District	Unit Assessment Data Performance based assessment
THE ARTS				
Theater, Art, Dance, Music, etc.	**Category 1** State	N/A	**Category 1** State	N/A
	Category 2 District	Unit Assessment Data Performance based assessment	**Category 2** District	Unit Assessment Data Performance based assessment

Evaluation and Professional Growth Cycle



Steps in an Evaluation and Professional Growth Cycle

(from ODE Framework for Teacher Evaluation & Support Systems)

STEP 1: SELF-REFLECTION

Based on the standards of professional practice, the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.

STEP 2: GOAL SETTING

(Student growth goals and professional goals)

Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that en- compass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal-setting.

STEP 3: OBSERVATION AND COLLECTION OF EVIDENCE

(Multiple measures)

The educator and evaluator collect evidence using multiple measures regarding professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation.

STEP 4: FORMATIVE ASSESSMENT/EVALUATION

(Analysis of evidence, professional conversations and professional growth)

The evaluator and educator review the educator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the educator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional growth needs. These conversations help the educator make adjustments in his/her practice and select relevant professional learning opportunities.

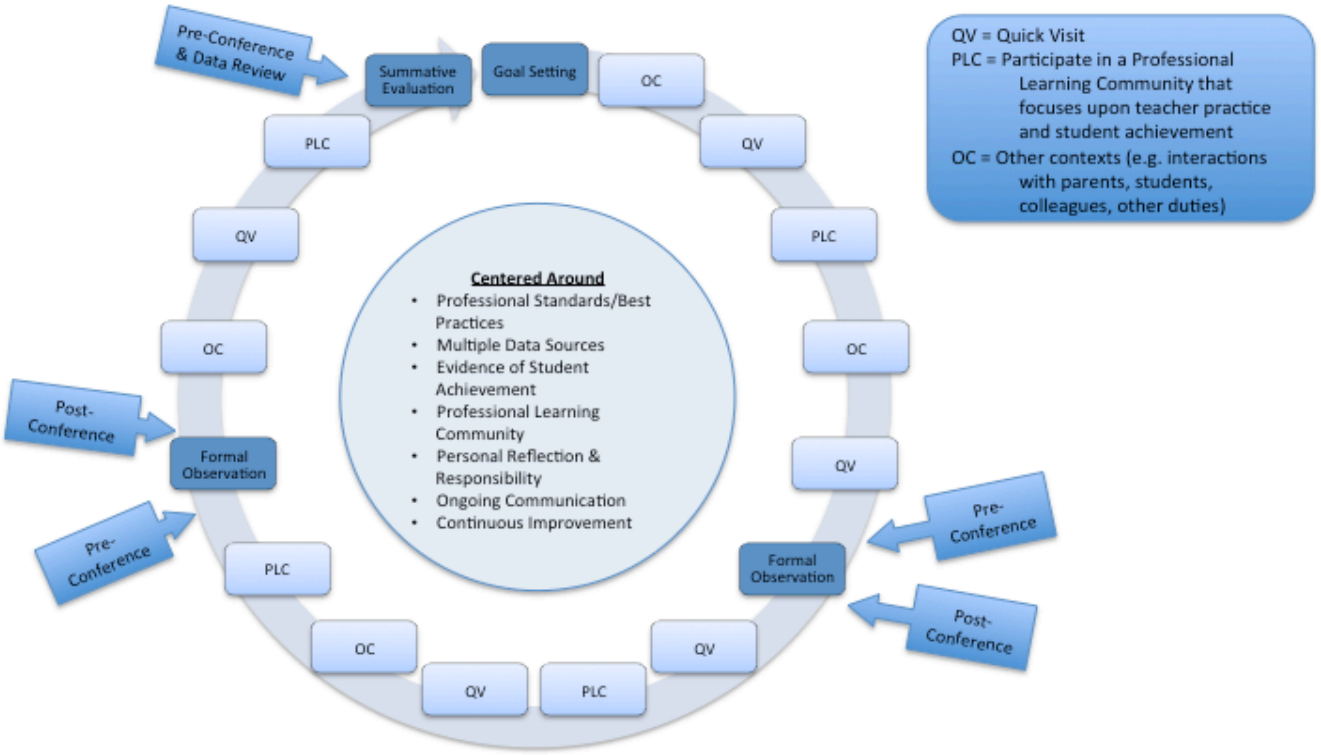
STEP 5: SUMMATIVE EVALUATION

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. Evaluator assesses the educator's performance against the standards of professional practice, attainment of student learning goals, and attainment of professional practice goals.

Teacher Development and Evaluation Process Timeline

Evaluation Timeline for All Probationary Teachers Annually (during first 3 years teaching) and All Contract Teachers Biennially (every two years)				
Beginning of the Year	**Fall**	**Mid-Year**	**Spring**	**End of Year**
Initial Meeting *Administrator meets with the teacher to discuss Teacher Evaluation Model, process, timeline and forms.* Self-Reflection: *Teacher completes initial self-reflection* Goals: *Teacher completes goal setting forms for Student Learning Goals* Goals: *Teacher meets with administrator to discuss goals*	Observation: *Administrator conducts formal observation including: (1) pre-observation conference, (2) observation record and (3) post-observation conference.* Observation: *Administrator conducts numerous informal observations.*	Mid-Year Meeting: *Teacher and administrator meet to discuss goals and formative feedback.* Self-Reflection: *Teacher completes mid-year self-reflection* Feedback: *Administrator provides mid-year formative feedback.*	Observation: *Administrator conducts formal observation including: (1) pre-observation conference, (2) observation record and (3) post-observation conference.* Observation: *Administrator conducts numerous informal observations.*	End of Year Meeting: *Teacher and administrator meet to discuss goal summary and summative feedback.* Self-Reflection: *Teacher completes end of year self-reflection* Feedback: *Administrator provides summative feedback.*
Professional Growth Timeline for All Contract Teachers on Non-Summative Evaluation Years				
Beginning of the Year	**Fall**	**Mid-Year**	**Spring**	**End of Year**
Initial Meeting *Administrator meets with the teacher to discuss Teacher Evaluation Model, process, timeline and forms.* Self-Reflection: *Teacher completes initial self-reflection* Goals: *Teacher completes goal setting forms for Student Learning Goals* Goals: *Teacher meets with administrator to discuss goals*	Observation: *Administrator conducts numerous informal observations.*	Mid-Year Meeting: *Teacher and administrator meet to discuss goals and formative feedback.* Self-Reflection: *Teacher completes mid-year self-reflection* Feedback: *Administrator provides mid-year formative feedback.*	Observation: *Administrator conducts numerous informal observations.*	End of Year Meeting: *Teacher and administrator meet to discuss goal summary.* Self-Reflection: *Teacher completes end of year self-reflection* Feedback: *Administrator provides feedback.*

Formative Supervision in an Evaluation Cycle



(from New Teacher Center: "Improving Student Achievement")

(GS) GOAL SETTING (Student growth goals and professional goals) Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal-setting.

(FO) FORMAL OBSERVATIONS should be conducted for all teachers at least twice a year, in accordance with the processes and timelines cited in this program. The first one should happen towards the beginning of the school year and the second one towards the end of the cycle.
Formal observations are opportunities to observe teacher performance and provide information for the preparation of the evaluation. There must be at least two formal observations of each teacher during every summative evaluation year. Formal observations will be conducted with the prior knowledge of the teacher. These observations should happen during a whole lesson cycle or class period. There will be a pre-observation conference and a post-observation conference. A written observation feedback must be prepared for each formal observation and should be discussed during the post-observation conference. The observer's notes and comments should provide helpful feedback to the teacher. The observation report must be completed and the post-observation conference should take place within three working days after the observation in order for the feedback to be useful and impact teachers' practice. An observation report provides a place for written comments and reactions by the teacher being observed.

(QV) Quick Visits or informal observations should be brief in general, focused and designed to provide a "temperature check" in the teacher growth process. These types of informal visits may vary from "walk-throughs" to extended observations around an identified area of growth. Like formal observations,

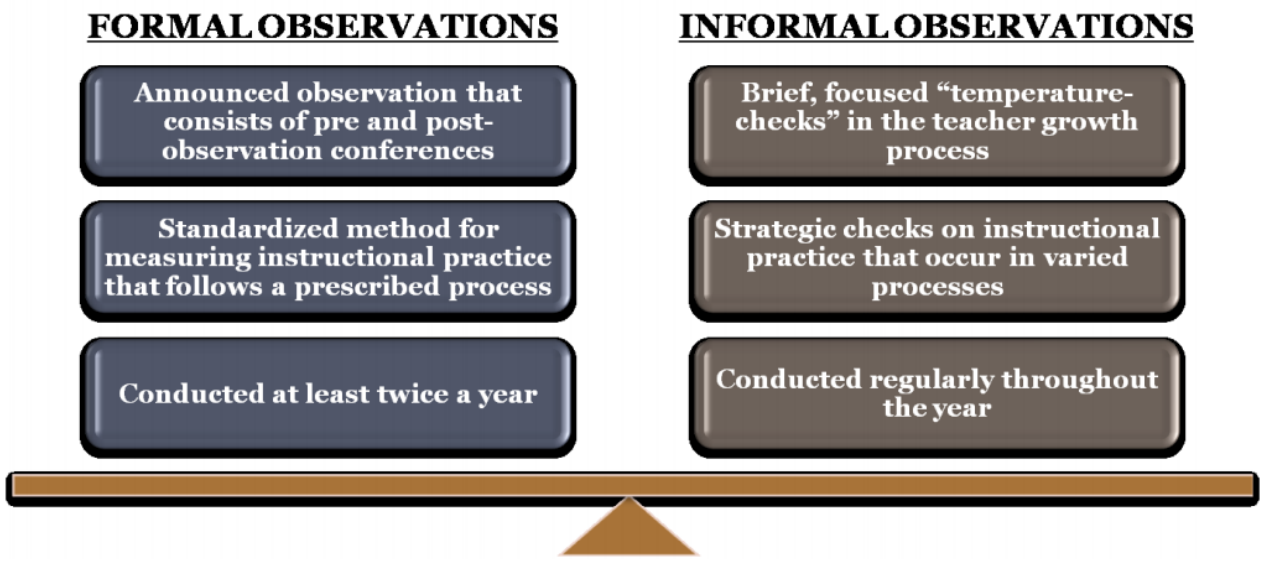
informal observations should serve a developmental purpose, and should be grounded in the feedback and coaching process.

Informal observations or quick visits provide an opportunity to observe activities and instruction. The purpose of informal observations is to provide the qualified observer with current, ongoing information about the teacher's and the students' performance. Informal observations give the qualified observer important information about the implementation of the curriculum, delivery of instruction, and student performance. These observations can also provide guidance for the design of a teacher's professional development and feedback regarding the teacher's effectiveness. Informal observations do not always require written reports or scheduled follow-up conferences. The evaluator, however, should always provide the teacher with timely feedback to impact on the teacher's practice. Furthermore, although informal, teachers should be informed that these observations may be used to determine summative evaluation ratings and decisions so long as they are accompanied by timely feedback.

(PLC) Professional Learning Communities: Teachers are expected to participate and fully engage in a PLC that focuses upon teacher practice and student achievement.

(OC) OTHER CONTEXTS: Example: staff meetings, team meetings, professional training, interactions with parents, students, colleagues, paraprofessionals, classified staff, services and support providers etc.

A balance of both formal and informal observations should be used to provide ongoing, critical feedback to teachers about their practice.



How Summative Evaluation Informs Personnel Decisions

Over the course of the evaluation cycle, multiple measures of teacher performance are gathered and evaluated using Marzano's rubrics for each element and Woodburn's 20 Standards (based on Marzano's elements). Summative ratings are recorded on the Summary of Evaluation. Final ratings should be based on a collective body of evidence, *not* just one observation, artifact or student assessment.

SUMMARY OF EVALUATION					
Rating on Standard:	**Not Using (0)**	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**
Domain 1: Classroom Strategies and Behaviors					
WSD Standard 1: Communicating Learning goals, Tracking student progress and celebrating success *Design question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?* ➢ 1. Providing Clear Learning Goals and Scales (Rubrics) ➢ 2. Tracking Student Progress ➢ 3. Celebrating Success	☐	☐	☐	☐	☐
WSD Standard 2: Establishing and maintaining classroom rules and procedure *Design question: What will I do to establish or maintain classroom rules and procedures?* ➢ 4. Establishing Classroom Routines ➢ 5. Organizing the Physical Layout of the Classroom	☐	☐	☐	☐	☐
WSD Standard 3: Interacting with new knowledge *Design question: What will I do to help students effectively interact with new knowledge?* ➢ 6. Identifying Critical Information ➢ 7. Organizing Students to Interact with New Knowledge ➢ 8. Previewing New Content ➢ 9. Chunking Content into "Digestible Bites" ➢ 10. Processing of New Information ➢ 11. Elaborating on New Information ➢ 12. Recording and Representing Knowledge ➢ 13. Reflecting on Learning	☐	☐	☐	☐	☐
WSD Standard 4: Practicing and deepening new knowledge *Design question: What will I do to help students practice and deepen their understanding of new knowledge?* ➢ 14. Reviewing Content ➢ 15. Organizing Students to Practice and Deepen Knowledge ➢ 16. Using Homework ➢ 17. Examining Similarities and Differences ➢ 18. Examining Errors in Reasoning ➢ 19. Practicing Skills, Strategies, and Processes ➢ 20. Revising Knowledge	☐	☐	☐	☐	☐
WSD Standard 5: Generating and testing hypotheses about knew knowledge *Design question: What will I do to help students generate and test hypotheses about knew knowledge?* ➢ 21. Organizing Students for Cognitively Complex Tasks ➢ 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing ➢ 23. Providing Resources and Guidance	☐	☐	☐	☐	☐

WSD Standard 6: Engaging students *Design question: What will I do to engage students?* ➢ 24. Noticing when Students are Not Engaged ➢ 25. Using Academic Games ➢ 26. Managing Response Rates ➢ 27. Using Physical Movement ➢ 28. Maintaining a Lively Pace ➢ 29. Demonstrating Intensity and Enthusiasm ➢ 30. Using Friendly Controversy ➢ 31. Providing Opportunities for Students to Talk about Themselves ➢ 32. Presenting Unusual or Intriguing Information	☐	☐	☐	☐	☐
WSD Standard 7: Recognizing and acknowledging adherence and lack of adherence to classroom rules and procedures *Design question: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?* ➢ 33. Demonstrating "Withitness" ➢ 34. Applying Consequences for Lack of Adherence to Rules and Procedures ➢ 35. Acknowledging Adherence to Rules and Procedures	☐	☐	☐	☐	☐
WSD Standard 8: Maintaining effective relationships with students *Design question: What will I do to establish and maintain effective relationships with students?* ➢ 36. Understanding Students' Interests and Background ➢ 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students ➢ 38. Displaying Objectivity and Control	☐	☐	☐	☐	☐
WSD Standard 9: Communicating high expectations for all students *Design question: What will I do to communicate high expectations for all students?* ➢ 39. Demonstrating Value and Respect for Low Expectancy Students ➢ 40. Asking Questions of Low Expectancy Students ➢ 41. Probing Incorrect Answers with Low Expectancy Students	☐	☐	☐	☐	☐
Domain 2 Planning and Preparing					
WSD Standard 10: Planning and Preparing for Lessons and Units ➢ 42. Effective Scaffolding of Information with Lessons ➢ 43. Lessons within Units ➢ 44. Attention to Established Content Standards	☐	☐	☐	☐	☐
WSD Standard 11: Planning and Preparing for Use of Resources and Technology ➢ 45. Use of Available Traditional Resources ➢ 46. Use of Available Technology	☐	☐	☐	☐	☐
WSD Standard 12: Planning and Preparing for the Needs of English Language Learners ➢ 47. Planning and Preparing for the Needs of English Language Learners	☐	☐	☐	☐	☐
WSD Standard 13: Planning and Preparing for the Needs of Students Receiving Special Education ➢ 48. Planning and Preparing for the Needs of Students Receiving Special Education	☐	☐	☐	☐	☐
WSD Standard 14: Planning and Preparing for the Needs of Students Who Lack Support for Schooling ➢ 49. Planning and Preparing for the Needs of Students Who Lack Support for Schooling	☐	☐	☐	☐	☐

Domain 3: Reflecting on teaching					
WSD Standard 15: Evaluating Personal Performance ➢ 50. Identifying Areas of Pedagogical Strength and Weakness ➢ 51. Evaluating the Effectiveness of Individual Lessons and Units ➢ 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	☐	☐	☐	☐	☐
WSD Standard 16: Developing and Implementing a Professional Growth Plan ➢ 53. Developing a Written Growth and Development Plan ➢ 54. Monitoring Progress Relative to the Professional Growth and Development Plan	☐	☐	☐	☐	☐
Domain 4: Collegiality and Professionalism					
WSD Standard 17: Promoting a Positive Environment ➢ 55. Promoting Positive Interactions with Colleagues ➢ 56. Promoting Positive Interactions about Students and Parents	☐	☐	☐	☐	☐
WSD Standard 18: Promoting Exchange of Ideas and Strategies ➢ 57. Seeking Mentorship for Areas of Need or Interest ➢ 58. Mentoring Other Teachers and Sharing Ideas and Strategies	☐	☐	☐	☐	☐
WSD Standard 19: Promoting District and School Development ➢ 59. Adhering to District and School Rules and Procedures ➢ 60. Participating in District and School Initiatives	☐	☐	☐	☐	☐
WSD Standard 20: Promoting Legal Compliance ("Specialists only" WSD) ➢ 61. Adhering to Federal, State & District requirements for Special Programs	☐	☐	☐	☐	☐

The teacher's Overall Level of Performance Rating (of Professional Practices and Responsibilities) is then based on the "Teacher Performance Levels" table, which outlines minimum expectations for each of the four Performance Levels: Beginning (1), Developing (2), Applying (3), and Innovating (4). This overall rating guides the placement on the Y-Axis of the Summative Evaluation Matrix and is then combined with the Overall Level of Progress based on the Student Growth Goal outcomes (see matrix, page 49).

Teacher Performance Levels

via measures of Professional Practice and Professional Responsibilities

The Oregon Matrix Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric (Marzano's elements). The evaluator will already have gauged the educator's performance on each standard/performance indicator on the rubric with four performance levels. For example, a Woodburn educator would be rated in each of the WSD Standards (Standards 1-19 for all teachers, Standards 1-20 for specialists, based on Marzano's elements).

The evaluator will then:

1. Add up all component scores to get the total points possible;

2. Divide by the number of components (based on the # of standards, 19 for all teachers, 20 for specialists);

3. Get a rating between 1 and 4 for PP/PR;

4. Use the following thresholds to determine PP/PR level:

   3.6 - 4.0 = 4 PP/PR
   2.81-3.59 =3 PP/PR
   1.99 – 2.8 = 2 PP/PR*
   < 1.99 = 1 PP/PR

   *PP/PR Scoring Rule: If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

   Level 4 – Innovating
   Level 3 – Applying
   Level 2 – Developing
   Level 1 – Beginning

GUIDELINES FOR COMPLETING THE STUDENT LEARNING GOAL-SETTING, PROGRESS REPORT & SUMMATIVE REVIEW FORM

Teacher Drafts Student Learning Goals and Levels of Progress prior to Initial Collaborative Meeting	
Subject/Content Standards/Skills	Enter subject area/grade/level (i.e., remedial, collaborative, honors, AP) around which goal is written.
Describe Context/Student Population	Describe the classroom(s) and students, demographics, prior achievement, learning needs.
Assessments Baseline Data Used for Goal Setting	Identify the category/categories of Student Learning measures from which the Student Learning Goals are measured (Category 1 or Category 2). You can use multiple measures/data sources for each goal. Identify pre-assessment results. Data must be included. Check box to indicate that data is attached. Use Oregon State Assessments (OAKS/SBAC) in ONE (1) goal if you teach English Language Arts or Math, grades 3-8 & 11.
Goal Statement	Use the SMART model: S-Specific and Strategic, M-Measureable, A-Action-Oriented, R-Rigorous, Realistic, and Results-Focused, and T-Timed and Tracked. The growth goal should represent the most important learning that takes place during the interval of instruction or course (year-long, semester, trimester, quarter, unit, etc.). Try to address as many students as possible with your growth goals. If you are on a team that uses a Response to Intervention or similar intervention-based system where students are fluid into and out of your class based on intervention/level of support needed, you can set grade-level or team Student Growth Goals for the whole team on which you would be individually evaluated.
Initial Collaborative Meeting – points to discuss	
Rationale for Goal	The teacher should indicate appropriate rationale for selection of Student Growth Goals. Quality of evidence is appropriate for Student Growth Goals/data source/product.
Strategies for Goal Accomplishment	The teacher should indicate specific actions that he/she will engage in to accomplish the Student Growth Goals. These activities should be described in sufficient detail to clearly delineate the proposed activities. Proposed strategies for Student Growth Goals accomplishment must be research-based and appropriate for the goals.
Assessment Progress Monitoring	The teacher will identify measures or indicators of progress toward Student Growth Goals attainment; that is, the evidence(s) he/she will provide to demonstrate progress toward the Student Growth Goals.
Alignment to Standards	Teacher identifies which standards are aligned to the Student Growth Goals.
Professional Learning Goal to Support SLG	Teacher identifies areas of professional growth and support needed that would promote attainment of Student Growth Goals.
Initial Collaborative Meeting – guiding questions Both the teacher & supervisor review the Student Learning Goal for standards alignment and educational meaningfulness. This meeting is conversational in nature, utilizing guiding questions such as:	
Assessment	• How will progress be measured? What assessments are already in place and how were they developed? If applicable, how will the assessments be developed? How do we know the assessments are high quality? • Are the data sources/measures of student learning, growth, achievement, &/or proficiency/mastery appropriate for goal? • Are the identified assessments aligned to state, local, or national association standards? • Do the assessments demand the use of key cognitive strategies and academic behaviors? • Are there multiple ways for students to demonstrate performance?
Goals	• Do the Student Growth Goals respond to student needs reflected by the data? • Are the Student Growth Goals aligned to content learning targets? • Are the levels of progress identified for each goal and appropriate for the assessments being used? • Do the Student Growth Goals meet the criteria set forth on the Checklist?
Strategies	• Are identified strategies appropriate to positively impact the student goals? • How can the supervisor help support you with achieving these goals?

Collaborative Progress Report Conversation	
Student Learning Goals	Review available data/evidence toward Student Growth Goals progress as defined in beginning of year or course of study meeting and make necessary adjustments (e.g., training needs, resources, strategy for attaining goals, additional data). Note that although strategies for attaining goals may be adjusted, the Student Growth Goals should remain constant. Progress Report data must be included; check box to indicate that data is attached. Reflect on the growth of students thus far, what next steps will be needed to support students, and what supports you need to assist you in this work
Professional Practices	Review any and all communication notes from Formal observation and any informal observations. Review additional evidence of professional practice. Reflect: thinking about your self-assessment, how do you think you have shown improvement? What areas do you still need to grow and what evidence can you show/provide. What professional practices and decisions in your work have had the most influence on your ability to support your students and achieve these results?
Professional Responsibilities	Review all evidence of professional responsibilities. Reflect: thinking about your self-assessment, how do you think you have shown improvement? What areas do you still need to grow and what evidence can you show/provide. What decisions and activities to grow as a professional have had the most influence on your ability to support your students and achieve these results?
Collaborative Summative Review Conversation	
Student Learning Goals	Review available data/evidence toward Student Growth Goals progress as defined in beginning of year or course of study meeting, measure progress toward each goal, and check the appropriate box to show how much progress was demonstrated in each Goal. End of Course data must be included; check box to indicate that data is attached. Reflect on the growth of students thus far, what you will do next year and what next steps will be needed to support students, and what supports you need to assist you in this work.
Professional Practices	Review any and all communication notes from Formal observation and any informal observations. Review additional evidence of professional practice. Reflect: thinking about your self-assessment, how do you think you have shown improvement? What areas do you still need to grow and what evidence can you show/provide. What professional practices and decisions in your work have had the most influence on your ability to support your students and achieve these results?
Professional Responsibilities	Review all evidence of professional responsibilities. Reflect: thinking about your self-assessment, how do you think you have shown improvement? What areas do you still need to grow and what evidence can you show/provide. What decisions and activities to grow as a professional have had the most influence on your ability to support your students and achieve these results?
Other Reflection questions: • What worked (i.e., strategies, support, resources, goal(s), assessment)? ○ Did that work for all (based on race, ethnicity, language, special education, socio-economic status, TAG) • What did not work? Why? • What would you do differently? Why? • How did the Student Learning Goal setting process impact your professional practice, professional responsibilities, and/or student learning? • How do these results impact professional growth or directed improvement plan targets? What additional training or learning is needed?	
Summary of Evaluation	
Performance Indicators	The evaluator/administrator will complete a summative evaluation of the teacher on all performance indicators/standards on the rubric as evidenced by the observations, artifact analysis, and other multiple measures/forms of evidence of professional practice and professional responsibilities, then record them on the summary sheet. Then, they will add all the indicators and average them for the final summative rating.
Overall level of progress combining both Student Goals	Given the outcomes of both Student Learning Goals, mark the overall level of progress as described in the SLG Scoring Rubric
Application to matrix	Apply the summative rating from the summary sheet to the matrix (Y-Axis), then apply the overall level of progress for Student Learning Goals (X-Axis) and see where the two intersect. Mark the appropriate box below the matrix that denotes what Professional Plan/Cycle the teacher will be on next year.

Summative Evaluation Matrix

The matrix does NOT assign a percentage of student learning and growth to the evaluation but instead calculates a summative rating for each educator based on the multiple, valid measures of professional practice and professional responsibilities assessing that educator on the performance indicators on their rubric. This summative rating (aligned to the Oregon Framework's definitions of levels of proficiency) holistically correlates with a score based on the progress toward the student learning and growth goals and aligns that to an evaluation cycle trajectory. It is not only true to the intent of meaningfully connecting student learning to the act of and conditions surrounding teaching, but it also intuitively connects an otherwise meaningless score with an appropriate next step decision making. Below is a chart illustrating the Professional Growth matrix.

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

Beginning in the 2014-15 school year, all districts will use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-Axis: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)					
	Innovating	**Applying** *Inquiry**	**Applying** *Inquiry**	**Innovating**	**Innovating**
	Applying	**Developing** *Inquiry**	**Applying**	**Applying**	**Applying**
	Developing	**Developing**	**Developing**	**Developing**	**Developing** *Inquiry**
	Beginning	**Beginning**	**Beginning**	**Beginning** *Inquiry**	**Developing** *Inquiry**
		Level 1	**Level 2**	**Level 3**	**Level 4**
		X-Axis: Rating on Student Learning and Growth			

Aligned Professional Learning

When teachers are able to perform at their best, student achievement improves; however, teachers need access to learning opportunities to consistently improve their practice in order to be at their best year after year. Professional Learning in Oregon's new framework offers a new take on "Professional Development". Professional Learning should now occur in an ongoing and collaborative fashion through a cycle of inquiry focused around improved teacher practice and student achievement. Because traditional "sit and get" sessions or workshops are not necessarily selected based on individual teacher needs, the trainings may not consistently have resulted in lasting changes in teacher behavior or improved student outcomes. For this reason, Aligned Professional Learning is a vital new component in Oregon's framework.

When teachers identify areas for growth either independently or in collaboration with their supervisors, they must also collaboratively consider how to achieve that growth. Below are some ideas for how teachers may engage in Professional Learning that is aligned with their individual needs.

Ideas for growing as a professional:

- Participate regularly to fully engage in your PLC (by grade, subject, etc.)
- Review student data with colleagues and share successful strategies
- Engage in common planning opportunities with colleagues
- Book study related to specific strategies
- Review current articles or publications to improve understanding of research-based practices
- Reflective journal
- Videos, audiotapes or other media (of your own teaching or of master teaching)
- Study group with peers
- Action research
- Collaboration with coach, mentor teacher, or supervisor to select and refine application of best practices
- Visit a "master" teacher's class to observe a specific practice or strategy
- Observing others through "Instructional Rounds", "Learning Walks", or "Walk-throughs"
- Review online resources shared by administrators through iObservation
- Take part in additional training opportunities offered by the district
- Participate in outside trainings or workshops
- Continuing education classes

Glossary

DEFINITIONS*

Collaborative Progress Report Conversation—teacher and supervisor/evaluator review available data/evidence toward Student Growth Goals progress as defined in beginning of year or course of study meeting and make necessary adjustments to teaching strategies to promote goal attainment.

Collaborative Summative Review Conversation— teacher and supervisor/evaluator review available data/evidence toward Student Growth Goals progress as defined in beginning of year or course of study meeting, measure progress toward each goal, and determine how much progress was demonstrated in each Goal. Summative ratings of Professional Practice & Responsibilities, based on Marzano rubrics, are discussed.

Collaborative Professional Growth Goals & Plan—educator meets annually with supervisor/evaluator to collaboratively develop growth goals based on improving targeted growth areas and/or improving student achievement; at least quarterly check-in required.

Collegial Growth Plans (Applying) - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Consultative Growth Plans (Developing) - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Contract teacher—any teacher who has been regularly employed by the school district for a probationary period of three successive school years and who has been retained for the next succeeding school year as defined by ORS 342.805(3).

Directed Growth Plan (Beginning)—the evaluator directs the educator's Professional Growth Plan/professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had and SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Evaluation Reflection on Results—completed annually by teachers in conjunction with their professional development activities; intended to encourage reflection over growth and progress along the continuum of Performance Standards and Indicators.

Facilitative Growth Plans (Innovating) - The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Formal Observation—a component of an evaluation cycle which includes pre- and a post- observation conferences, direct, contextual observation of the teacher's instruction/practice, a written report, and one-to-one feedback; or the gathering of information and pertinent data upon which to form the basis of the formal evaluation

Goal Setting & Evaluation Form—form on which annual goals are recorded, may be completed in conjunction with goal-setting conference at the beginning of the school year. Mid-course and end of course reflections and conversations are also recorded on this form.

Informal Observation—an observation of any length or the gathering of pertinent data other than the formal

observation process; includes brief written feedback

Levels of Performance—described as Beginning, Developing, Applying, and Innovating. The levels describe the performance of teachers ranging from highly accomplished professionals who are able to share their expertise with colleagues (Innovating) to those still striving to master basic elements of teaching (Beginning).

PDU Log—a table used by licensed staff to record clock hours of professional development activities.

Plan of Awareness—supervisor/evaluator develops plan based on improving student achievement outcomes and targeted growth areas; pre-step before a formal Plan of Assistance; at least monthly check-in required

Probationary—any teacher employed by a fair dismissal district who is not a contract teacher.

Professional Learning Goal to Support SLG—goal(s) set annually focused on professional strategies that support student learning goals and improved student achievement

Professional Development Unit (PDU)—measured in clock hours, TSPC requires PDUs for license renewal (see TSPC website)

Professional Practices—evidence of the quality of the teacher's planning, delivery of instruction, and assessment of student learning

Professional Responsibilities—evidence of the educators' progress towards their own learning goals and contribution to school-wide and district goals

Plan of Assistance—assistance plan for contract status teachers.

Self-Directed Professional Growth Goals & Plan—teachers have total autonomy to guide their own professional growth goals and plan

S.M.A.R.T. Goal—**SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**imed and **T**racked

Specialist—teachers serving in specialty positions that include specific district, state, and federal legal requirements, or which require consultation with other educators in order to deliver appropriate services to students (including Special Education, ESOL/language coordinators, TAG, Parent & Migrant Outreach, I.B., etc.)

Student Growth Goal (SGG)—goals set annually in SMART goal format and using baseline data; indicate measureable growth targets for all students.

Student Learning Goal (SLG)— goals set annually in SMART goal format and using baseline data; indicate measureable growth targets for all students.

Summative Matrix—combines overall teacher professional practice and responsibilities rating with overall level of student progress to determine type of professional growth plan and informs personnel decision

Teacher—any person who holds a teaching license or registration, or who is otherwise authorized to teach in the public schools of this state, and who is employed half time or more as an instructor (includes resource teachers, ESOL teachers, teachers of students with disabilities, instructional coaches/mentors, or teachers on special assignment (TOSA) would be included even without assigned classes)

**Glossary based on definitions found in North Clackamas School District "Certified Evaluation Handbook"*

APPENDIX A:
Goal Setting & Evaluation Form and Examples

WSD TEACHER

STUDENT LEARNING GOAL-SETTING, PROGRESS REPORT & SUMMATIVE REVIEW FORM

Teacher: _____ **School:** _____

Contract Status: ☐ **Probationary 1** ☐ **Probationary 2** ☐ **Probationary 3** ☐ **Contract**
Probationary = Goal Setting & Summative Evaluation Annually
Contract = Goal Setting Annually & Summative Evaluation Biennially

Grade Level: ☐ **Elementary** ☐ **Middle School** ☐ **High School**

Goal Type: ☐ **Individual Goal** ☐ **Team Goal** **School Year:** _____

Administrator/evaluator: _____ **Date:** _____

STUDENT LEARNING GOAL 1		
Goal-Setting Conference	**Subject/Content Standards/Skills**	
	Assessments	❑ Category 1 _____ ❑Category 2 _____
	Describe Context/Students	
	Baseline Data ☐ **Data Attached**	
	Student Growth Goal (Targets) **SMART = S**pecific & **S**trategic**, M**easurable**, A**ction-oriented**, R**igorous**, R**ealistic**, R**esults-focused**, T**imed and **T**racked**)**	
	Rationale	
	Strategies **(from Marzano's Art and Science of Teaching Framework)**	
	Professional Learning Goal to Support SLG	

STUDENT LEARNING GOAL 2	
Subject/Content Standards/Skills	
Assessments	❑ Category 1 _____ ❑Category 2 _____
Describe Context/Students	
Baseline Data ☐ **Data Attached**	
Student Growth Goal (Targets) **SMART = S**pecific & **S**trategic**, M**easurable**, A**ction-oriented**, R**igorous**, R**ealistic**, R**esults-focused**, T**imed and **T**racked**)**	
Rationale	
Strategies **(from Marzano's Art and Science of Teaching Framework)**	
Professional Learning Goal to Support SLG	

Sign-Off at Initial Collaborative Meeting:

Teacher: _____ Date: _____ Evaluator: _____ Date: _____

SLG Goal Quality Review Checklist (*Oregon Department of Education*) Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.		
Baseline Data	**Yes**	**No**
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a "growth" goals v. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

Collaborative Progress Report Goal Review (SLG's)			
Reflection on Results ☐ **Data Attached**			
Strategy Modification			
Teacher Signature:	**Date:**	**Evaluator Signature:**	**Date:**
End-of-Year Data Summative Review (SLG's)			
Reflection on Results ☐ **Data Attached**			
Professional Growth Implications			
Teacher Signature:	**Date:**	**Evaluator Signature:**	**Date:**

SLG Goal Scoring Rubric (*Oregon Department of Education*) This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and administrator.			
Level of Progress		**Goal 1**	**Goal 2**
Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.	☐	☐
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	☐	☐
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	☐	☐
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. (*This category also applies when results are missing or incomplete*.)	☐	☐

SUMMARY OF EVALUATION (PP/PR)					
Rating on Standard:	**Not Using (0)**	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**
Domain 1: Classroom Strategies and Behaviors					
WSD Standard 1: Communicating Learning goals, Tracking student progress and celebrating success *Design question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?* ➢ 1. Providing Clear Learning Goals and Scales (Rubrics) ➢ 2. Tracking Student Progress ➢ 3. Celebrating Success	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 2: Establishing and maintaining classroom rules and procedure *Design question: What will I do to establish or maintain classroom rules and procedures?* ➢ 4. Establishing Classroom Routines ➢ 5. Organizing the Physical Layout of the Classroom	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 3: Interacting with new knowledge *Design question: What will I do to help students effectively interact with new knowledge?* ➢ 6. Identifying Critical Information ➢ 7. Organizing Students to Interact with New Knowledge ➢ 8. Previewing New Content ➢ 9. Chunking Content into "Digestible Bites" ➢ 10. Processing of New Information ➢ 11. Elaborating on New Information ➢ 12. Recording and Representing Knowledge ➢ 13. Reflecting on Learning	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 4: Practicing and deepening new knowledge *Design question: What will I do to help students practice and deepen their understanding of new knowledge?* ➢ 14. Reviewing Content ➢ 15. Organizing Students to Practice and Deepen Knowledge ➢ 16. Using Homework ➢ 17. Examining Similarities and Differences ➢ 18. Examining Errors in Reasoning ➢ 19. Practicing Skills, Strategies, and Processes ➢ 20. Revising Knowledge	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 5: Generating and testing hypotheses about knew knowledge *Design question: What will I do to help students generate and test hypotheses about knew knowledge?* ➢ 21. Organizing Students for Cognitively Complex Tasks ➢ 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing ➢ 23. Providing Resources and Guidance	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 6: Engaging students *Design question: What will I do to engage students?* ➢ 24. Noticing when Students are Not Engaged ➢ 25. Using Academic Games	☐	☐	☐	☐	☐

➢ 26. Managing Response Rates ➢ 27. Using Physical Movement ➢ 28. Maintaining a Lively Pace ➢ 29. Demonstrating Intensity and Enthusiasm ➢ 30. Using Friendly Controversy ➢ 31. Providing Opportunities for Students to Talk about Themselves ➢ 32. Presenting Unusual or Intriguing Information					
Evidence:					
WSD Standard 7: Recognizing and acknowledging adherence and lack of adherence to classroom rules and procedures *Design question: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?* ➢ 33. Demonstrating "Withitness" ➢ 34. Applying Consequences for Lack of Adherence to Rules and Procedures ➢ 35. Acknowledging Adherence to Rules and Procedures	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 8: Maintaining effective relationships with students *Design question: What will I do to establish and maintain effective relationships with students?* ➢ 36. Understanding Students' Interests and Background ➢ 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students ➢ 38. Displaying Objectivity and Control	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 9: Communicating high expectations for all students *Design question: What will I do to communicate high expectations for all students?* ➢ 39. Demonstrating Value and Respect for Low Expectancy Students ➢ 40. Asking Questions of Low Expectancy Students ➢ 41. Probing Incorrect Answers with Low Expectancy Students	☐	☐	☐	☐	☐
Evidence:					
Domain 2 Planning and Preparing					
WSD Standard 10: Planning and Preparing for Lessons and Units ➢ 42. Effective Scaffolding of Information with Lessons ➢ 43. Lessons within Units ➢ 44. Attention to Established Content Standards	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 11: Planning and Preparing for Use of Resources and Technology ➢ 45. Use of Available Traditional Resources ➢ 46. Use of Available Technology	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 12: Planning and Preparing for the Needs of English Language Learners ➢ 47. Planning and Preparing for the Needs of English Language Learners	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 13: Planning and Preparing for the Needs of Students Receiving Special Education	☐	☐	☐	☐	☐

➢ 48. Planning and Preparing for the Needs of Students Receiving Special Education					
Evidence:					
WSD Standard 14: Planning and Preparing for the Needs of Students Who Lack Support for Schooling ➢ 49. Planning and Preparing for the Needs of Students Who Lack Support for Schooling	☐	☐	☐	☐	☐
Evidence:					
Domain 3: Reflecting on teaching					
WSD Standard 15: Evaluating Personal Performance ➢ 50. Identifying Areas of Pedagogical Strength and Weakness ➢ 51. Evaluating the Effectiveness of Individual Lessons and Units ➢ 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 16: Developing and Implementing a Professional Growth Plan ➢ 53. Developing a Written Growth and Development Plan ➢ 54. Monitoring Progress Relative to the Professional Growth and Development Plan	☐	☐	☐	☐	☐
Evidence:					
Domain 4: Collegiality and Professionalism					
WSD Standard 17: Promoting a Positive Environment ➢ 55. Promoting Positive Interactions with Colleagues ➢ 56. Promoting Positive Interactions about Students and Parents	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 18: Promoting Exchange of Ideas and Strategies ➢ 57. Seeking Mentorship for Areas of Need or Interest ➢ 58. Mentoring Other Teachers and Sharing Ideas and Strategies	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 19: Promoting District and School Development ➢ 59. Adhering to District and School Rules and Procedures ➢ 60. Participating in District and School Initiatives	☐	☐	☐	☐	☐
Evidence:					
WSD Standard 20: Promoting Legal Compliance ("Specialists only" WSD) ➢ 61. Adhering to Federal, State & District requirements for Special Programs	☐	☐	☐	☐	☐
Evidence:					
Add all indicators and divide by # of standards = _____					
Summative PP/PR Level: ❒ 3.6 - 4.0 = 4 PP/PR ❒ 2.81-3.59 =3 PP/PR ❒ 1.99 – 2.8 = 2 PP/PR* ❒ < 1.99 = 1 PP/PR		☐ **1**	☐ **2**	☐ **3**	☐ **4**

The Oregon Matrix Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of standards, 19 for all teachers, 20 for specialists);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:
   - 3.6 - 4.0 = 4 PP/PR
   - 2.81-3.59 =3 PP/PR
   - 1.99 – 2.8 = 2 PP/PR*
   - < 1.99 = 1 PP/PR
   - *PP/PR Scoring Rule: If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.
5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.
   - Level 4 – Innovating
   - Level 3 – Applying
   - Level 2 – Developing
   - Level 1 – Beginning

The Oregon Matrix X-Axis: Student Learning and Growth (SLG)

After the educator's PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric. All educators will set two SLG goals annually. Educators on a two-year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. *Math and ELA teachers (grades 3-8 and 11) and administrators must use Category 1 assessments for one of the two goals.*

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score: • 4 on both goals	You could score: • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal	You could score: • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal	You could score: • 1 on both goals, or • 1 on one goal & 2 on one goal

Goal 1 Score = _____	**Goal 2 Score = _____**	**Overall Level of Progress (SLG's) = _____**

The Oregon Matrix Model: WSD Matrix

Y-Axis: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)	Level 1	Level 2	Level 3	Level 4
Innovating	Applying *Inquiry**	Applying *Inquiry**	Innovating	Innovating
Applying	Developing *Inquiry**	Applying	Applying	Applying
Developing	Developing	Developing	Developing	Developing *Inquiry**
Beginning	Beginning	Beginning	Beginning *Inquiry**	Developing *Inquiry**

X-Axis: Rating on Student Learning and Growth

Inquiry Processes*

Student Learning and Growth Inquiry Process (SLG Inquiry)*:

In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Professional Practice and Professional Responsibility Inquiry Process (PP/PR Inquiry)*:

To determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administer) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersect with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

Innovating ☐ **(4)**	**Facilitative Growth Plans** - The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
Applying ☐ **(3)**	**Collegial Growth Plans** - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
Developing ☐ **(2)**	**Consultative Growth Plans** - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
Beginning ☐ **(1)**	**Directed Growth Plans** - The evaluator directs the educator's Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Recommendations	☐ **Renewal** ☐ **Non-Renewal**	☐ **Probationary:** ☐ **2** ☐ **3** ☐ **Contract**	☐ **PP/PR Inquiry*** ☐ **SLG Inquiry*** **(***see detail above***)**	☐ **Plan of Action**

This is to certify that we have read and discussed the above Summative Evaluation.

Teacher: _____ Date: _____ Evaluator: _____ Date: _____

WSD TEACHER: EXAMPLE 1

STUDENT LEARNING GOAL-SETTING, PROGRESS REPORT & SUMMATIVE REVIEW FORM

EXAMPLE OF TEACHER SLG GOAL: Science, 8th Grade

Grade Level: ☐ Elementary ☒ Middle School ☐ High School

Goal Type: ☐ Individual Goal ☒ Team Goal

Goal-Setting Conference

Content Standard(s)/Skills *(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education])*	8.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct a scientific investigation that uses appropriate tools, techniques, independent and dependent variables, and controls to collect relevant data. 8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results. 8.3S.3 Explain how scientific explanations and theories evolve as new information becomes available.
Assessments	x Category 1 state Science assessment x Category 2 district science assessment
Context/Students *(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time*	• 143 8th grade students 68 boys/75 girls • 14 TAG students • 19 IEP students • 28% of students live in poverty • Science class is 45 minutes long
Baseline Data *(Summary of student strengths and weaknesses based on data analysis)*	• Students need guided practice and repeated opportunities to perform inquiry tasks with emphasis on analysis. • Inquiry activities will be used as sources of evidence The fall 2013 district-wide pretest assessment scores were evaluated to yield the following results in the area of analyzing and interpreting results:
Student Growth Goal (Targets) *(Goals must address **growth** for **all** students, not proficiency)*	For the 2013-14 school year, 100% of students will make measurable progress as assessed using the state scoring guide for Scientific Inquiry. Each student will improve by at least one performance level in all dimensions (forming a question or hypothesis, designing and investigation, collecting and presenting data and analyzing and interpreting results). Students in levels 4 and 5 will reach level 3 or above on the 9th grade district Science assessment.
Rationale *(Describe how the focus of the goal was determined)*	The science team has determined that for MS to continue to grow in science, emphasis must be placed on inquiry. For students scoring at a 1 or 2, they must show significant progress if they are to meet College and Career Readiness targets.
Strategies *(Include strategies used by the educator to support meeting the needs for student growth)*	• Repeated practice with various data/information to analyze and evaluate. • Posting of essential questions • Peer tutoring • Familiarize students with state scoring guide and break it down into student friendly language • Students practice in self-assessment using the scoring guide
Professional Learning and Support *(Identify areas of additional learning and support needed by the educator to meet SLG)*	• Classroom time to implement activities • Classroom budget for supplies to perform authentic inquiry tasks

Score	1	2	3	4	5
Total: 143 Students	13	49	58	16	7

WSD TEACHER: EXAMPLE 2

STUDENT LEARNING GOAL-SETTING, PROGRESS REPORT & SUMMATIVE REVIEW FORM

EXAMPLE OF TEACHER SLG GOAL: Math, 1st Grade

Grade Level: ☒ Elementary ☐ Middle School ☐ High School

Goal Type: ☒ Individual Goal ☐ Team Goal

Content Standard(s)/Skills Addressed *(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education])*	Common Core State Standards for Mathematics 1.OA 6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.
Assessments	Category 1 _____ X Category 2 District developed math assessment.
Context/Students *(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)*	My first Grade class has 28 students. 2 students are English Language Learners, 13 are male and 15 female, and 10 students receive Free and Reduced Lunch. Our mathematics block occurs for 60 minutes right after lunch.
Baseline Data *(Summary of student strengths and weaknesses based on data analysis)*	End of the year 2012-2013 data showed that 80% of the kindergarten students scored at least 80% on the End-of- year kindergarten assessment. However, analysis of data for specific sections of that test showed that only 60% of students showed mastery of the fact fluency through 5. Students during the first grade are expected to have fluency through all the facts to ten. Fluency and automaticity are important skills as students move forward. . 1. Analyze Pretest of fact fluency to 5. 2. Use the first grade EOY test given at the beginning of the year as a pretest. 3. Use the second grade EOY test given at the beginning of the year as a pretest for Above Grade Level first grade students.
Student Growth Goal (Targets)	100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the basic fact assessments for quarters 1, 2, 3, and 4 and End-of-Year Assessment. Above grade level students will demonstrate proficiency on basic facts through 20. • All students who demonstrated mastery of 0-30% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 50% on the End-of-the-Year Assessment. • All students who demonstrated mastery of 31-45% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 65% on the End-of-the-Year Assessment. • All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the End-of-the-Year Assessment. • All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the End-of-the-Year Assessment. • All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the End-of-the-Year Assessment. • All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the End-of-the-Year Assessment. *Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.
Rationale *(Describe how the focus of the goal was determined)*	This area was selected as it was 20% lower in overall performance on the district assessment. As a team, it was decided that fluency must increase at earlier grades for students to master math skills at the upper grades. The tiers for specific performance levels are made to facilitate interventions and focus to bring students performing at lower levels on track with their peers by the end of 3rd grade.

Strategies *(Include strategies used by the educator to support meeting the needs for student growth)*	• Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in their students. • Focus on decomposition of number and mental math strategies. • Refer to Teaching Addition and Subtraction Fact strategies to ensure students have strategies to find the basic facts prior to building fluency. • Focus team data conversations on sharing data and analyzing student progress on classroom-based lessons to develop fact fluency. • Differentiate instruction based on use of formative assessments throughout the year. • Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs.
Professional Learning and Support *(Identify areas of additional learning and support needed by the educator to meet SLG)*	• Teaching partner, educational assistants • Professional development on developing common formative assessments

APPENDIX B:
Artifact Cover Page

Woodburn Educator Growth and Evaluation System
Artifact and/or Evidence Cover Page

Teacher Name: _____

Evaluator Name: _____

School: _____

Evidence /Artifact Number: _____ Date Collected: _____

Description of Artifact or Evidence	**Aligned Indicators:** *Which Marzano Element is it connected to?*
Synthesize the reasons why you chose this artifact and how it connects with the element	

Why would I use the Artifact and Evidence Cover Page?

EVIDENCE-BASED EVALUATION FRAMEWORK:

WEGES is an evidence-based process. Summative and formative ratings of practice and educators' impact on student learning ratings must all be based on an analysis and application of professional judgment to actual evidence of practice, outcomes and performance.

EVIDENCE BY STANDARDS, NOT BY INDICATORS:

Evidence must relate to the four domains and the student learning goals. It is not necessary – or required – that there be evidence for each of the 60 indicators.

It is important to remember that practice is judged on each standard, not on each indicator.
The collection and organization of evidence are the responsibility **of both the educator and the evaluator**.

A SINGLE PIECE OF EVIDENCE MAY RELATE TO MULTIPLE STANDARDS:

It is also important to note that one artifact may be used to demonstrate proficiency on multiple standards and may apply to multiple indicators. For example, one standards-based unit of instruction may be used as evidence for Domains 1 and 2. The WEGES Artifact and/or Evidence Cover page could be used to specify that in the left column where it says "aligned indicators".

EVIDENCE IS A SAMPLING:

For the most part, evidence should be a sampling of the work that educators perform and the resulting student work; evidence is not meant to be inclusive of all that educators do. Evaluators may wish to identify common artifacts, something that most educators are expected to provide, such as lesson plans or unit plans. It may also be good to save documents like PLC notes, agendas from trainings or late starts to show evidence of Domain 4.

EVIDENCE SHOULD DEMONSTRATE PROFICIENCY

In the educator's professional judgment, once sufficient evidence has been identified and/or collected to demonstrate proficiency on one or more standards, there is no need to add more. It would be helpful to provide the evaluator with a brief rationale for the use of each piece of evidence in the lower portion of the artifact and/or evidence cover page.

Categories of Evidence for Multiple Measures of Effectiveness

Professional Practice	Professional Responsibilities	Student Learning Outcomes
Artifacts • Teacher developed assessments • Unit or Lesson Plans Observations • Notes/feedback from informal observations • Written feedback from formal observations	Feedback • Supervisor feedback • Surveys Artifacts • PLC notes • Parent/Teacher contact log • Grade level meeting notes	Student Evidence • Student work (quizzes, homework, presentations, etc.) • Portfolios • Performance Assessment • District Assessments • State Assessments • Classroom Assessments (formative and summative)

Professional Practice and Professional Responsibilities Evidence & Artifacts

Evidence & Artifacts Related to Marzano's Standards

The following are some examples of artifacts or evidence that teachers may submit as evidence of their professional practices, responsibilities, or student learning and growth. A "Cover Page" has been created to assist in organizing artifacts or evidence and describing which of Marzano's elements they provide evidence for.

Evidence of Professional Practice

Examples of evidence are listed by Marzano Element Number.

Domain 1: Classroom strategies and behaviors

Evidence for most of these indicators will be collected during teachers' classroom observations; however, the following additional artifacts may offer the opportunity to provide further evidence of professional practice.

2. Tracking student progress:
* Assessment binders/notebooks/ grade books/ data spreadsheets/
* Proficiency tracking as shown in posters, charts, spreadsheets etc.

16. Using homework
* Examples of homework assignments

34. Applying consequences for lack of adherence to rules and procedures
* Parent/student contact log
* Student behavior plan
* Community agreements or classroom rules
* Consequence system

35. Acknowledging adherence to rules and procedures
* Parent/student contact log
* Recognition system

39. Demonstrating value and respect for low expectancy students
* Student profile sheets or documents

Domain 2: Planning and preparing

42, 43, 44. Planning and preparing for lessons and units:
* Teacher-developed unit assessments
* Lesson and unit plans
* Annual work plans

45, 46. Planning and preparing for use of materials and technology
* List of resources, supplies and materials
* Resources, supplies and materials are available for use

47, 48, 49. Planning and Preparing for Special Needs of Students
* Lesson plans contain differentiation strategies for diverse groups of learners
* Planning for providing adaptations and accommodations for students who have little or no support at home for schooling

Domain 3: Reflection on Teaching

50, 51, 52. Evaluating Personal Performance
* Mid course and end of the year written reflection
* PLC notes that show analysis of unit effectiveness and next steps
* Reflection on lesson plan (corrections, notes) and next steps to improve process

53, 54. Developing and Implementing a professional growth and development plan
* Written professional goal and growth plan with specific and measurable steps

Evidence of Professional Responsibilities

Domain 4: Collegiality and Professionalism

55, 56. Promoting a Positive Environment
* Log of communication with parents and families of students
* Newsletters, fliers, invitations sent home to parents
* Log of home visits
* Family school connections notebook or journal
* Positive feedback sent to parents of student progress (certificates, notes, academic and behavior awards)
* Parent involvement activities (sign in sheet, pictures, clips, products of the activity, parent volunteer list etc)

57, 58. Promoting exchange of ideas and strategies
* Notes from meetings, email communication, educational assistant lesson plan that demonstrate positive interactions focused on student learning with other teachers, specialists, resource teachers, counselors and paraprofessional staff:
* PLC notes reflecting effective collaboration
* Documents that reflect sharing of classroom and behavior strategies
* Materials used to present professional content to colleagues
* Collaborative Assessment Logs for new teachers and their mentor.

61. Promoting Legal Compliance: Adhering to Federal, State & District Requirements for Special Programs*
**Specialists Only*
*Special Education documentation and paperwork
*English Language Learner Monitoring documentation and paperwork
*Meeting dates and timelines (calendar)
*Sign-in sheets (showing parent attendance)
*Student data gathered for reporting purpose

APPENDIX C:
Marzano Scales & Evidences

Learning Sciences
MARZANO CENTER
TEACHER & LEADER EVALUATION

SCALES AND EVIDENCES

for the MARZANO TEACHER EVALUATION MODEL

Prepared by
Learning Sciences Marzano Center

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Domain 1: Classroom Strategies and Behaviors

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

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching framework. The nine DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

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Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

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

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

Promoting Legal Compliance
****Specialists Only (WSD)***
61. Adhering to Federal, State & District Requirements for Special Programs

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Marzano Protocol: Lesson Segments Involving Routine Events

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

1. Providing Clear Learning Goals and Scales (Rubrics)

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing clear learning goals and scales (rubrics)	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but the majority of students are not monitored for the desired effect of the strategy.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of students understanding of the learning goal and the levels of performance.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing clear learning goals and scales (rubrics)	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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2. Tracking Student Progress

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

Teacher Evidence

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

Student Evidence

- ❒ When asked, students can describe their status relative to the learning goal using the scale or rubric
- ❒ Students systematically update their status on the learning goal

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Tracking student progress	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Facilitates tracking of student progress using a formative approach to assessment, but the majority of students are not monitored for the desired effect of the strategy.	Facilitates tracking of student progress using a formative approach to assessment and monitors for evidence of the extent to which the majority of students understand their level of performance.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Tracking student progress	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you facilitate tracking of student progress using a formative approach to assessment?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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3. Celebrating Success

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Celebrating success	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of students are not monitored for the desired effect of the strategy.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of students are motivated to enhance their status.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Celebrating success	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.

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

4. Establishing Classroom Routines

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and reviews expectations regarding rules and procedures, but the majority of students are not monitored for the desired effect of the strategy.	Establishes and reviews expectations regarding rules and procedures and monitors for evidence of the extent to which the majority of students understand the rules and procedures.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you establish and review expectations regarding rules and procedures?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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5. Organizing the Physical Layout of the Classroom

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing the physical layout of the classroom	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes the physical layout of the classroom to facilitate movement and focus on learning, but the majority of students are not monitored for the desired effect of the strategy.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors for evidence of the impact of the environment on the majority of student learning.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing the physical layout of the classroom	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?

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Marzano Protocol: Lesson Segments Addressing Content

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

6. Identifying Critical Information

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to students which content is critical versus non-critical, but the majority of students are not monitored for the desired effect of the strategy.	Signals to students which content is critical versus non-critical and monitors for evidence of the extent to which the majority of students are attending to critical information.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical information	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you signal to students which content is critical versus non-critical?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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7. Organizing Students to Interact with New Knowledge

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into small groups to facilitate the processing of new knowledge, but the majority of students are not monitored for the desired effect of the strategy.	Organizes students into small groups to facilitate the processing of new knowledge for the majority of students and monitors for evidence of group processing.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new knowledge	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you organize students into small groups to facilitate the processing of new knowledge?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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8. Previewing New Content

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors for evidence of the extent to which the majority of students are making linkages.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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9. Chunking Content into "Digestible Bites"

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Chunking content into digestible bites	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Breaks input experiences into small chunks based on student needs, but the majority of students are not monitored for the desired effect of the strategy.	Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which chunks are appropriate for the majority of the students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Chunking content into digestible bites	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you break input experiences into small chunks based on student needs?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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10. Processing New Information

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

Teacher Evidence

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

Student Evidence

- ❒ When asked, students can explain what they have just learned
- ❒ Students volunteer predictions
- ❒ Students voluntarily ask clarification questions
- ❒ Groups are actively discussing the content
  - Group members ask each other and answer questions about the information
  - Group members make predictions about what they expect next

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Processing new information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in summarizing, predicting, and questioning activities, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in summarizing, predicting, and questioning activities and monitors for evidence of the extent to which the activities enhance the majority of students' understanding.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Processing new information	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in summarizing, predicting, and questioning activities?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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11. Elaborating on New Information

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Elaborating on new information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in answering inferential questions, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in answering inferential questions and monitors for evidence of the extent to which the majority of students elaborate on what was explicitly taught.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Elaborating on new information	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in answering inferential questions?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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12. Recording and Representing Knowledge

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Recording and representing knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors for evidence of the extent to which this enhances the majority of students' understanding.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Recording and representing knowledge	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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13. Reflecting on Learning

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

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

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Reflecting on learning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in reflecting on their own learning and the learning process, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in reflecting on their own learning and the learning process and monitors for evidence of the extent to which the majority of students self-assess their understanding and effort.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Reflecting on learning	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in reflecting on their own learning and the learning process?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:
- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?

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

14. Reviewing Content

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Reviewing content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the critical information, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in a brief review of content that highlights the critical information and monitors for evidence of the extent to which the majority of students can recall and describe previous content.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Reviewing content	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in a brief review of content that highlights the critical information?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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15. Organizing Students to Practice and Deepen Knowledge

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

Teacher Evidence

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

Student Evidence

❒ When asked, students explain how the group work supports their learning
❒ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process

- Asking each other questions
- Obtaining feedback from their peers

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to practice and deepen knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups to practice and deepen their knowledge, but the majority of students are not monitored for the desired effect of the strategy.	Organizes students into groups to practice and deepen their knowledge and monitors for evidence of the extent to which the group work extends the majority of students' learning.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to practice and deepen knowledge	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you organize students into groups to practice and deepen their knowledge?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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16. Using Homework

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using homework	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process, but the majority of students are not monitored for the desired effect of the strategy.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors for evidence of the extent to which the majority of students understand the homework.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using homework	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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17. Examining Similarities and Differences

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

Teacher Evidence

❒ Teacher engages students in activities that require students to examine similarities and differences between content
- Comparison activities
- Classifying activities
- Analogy activities
- Metaphor activities

❒ Teacher facilitates the use of these activities to help students deepen their understanding of content
- Ask students to summarize what they have learned from the activity
- Ask students to explain how the activity has added to their understanding

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Examining similarities and differences	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content is informational, engages students in activities that require them to examine similarities and differences, but the majority of students are not monitored for the desired effect of the strategy.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors for evidence of the extent to which the majority of the students are deepening their knowledge.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Examining similarities and differences	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in activities that require them to examine similarities and differences?	In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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18. Examining Errors in Reasoning

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Examining errors in reasoning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them, but the majority of students are not monitored for the desired effect of the strategy.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which the majority of students are deepening their knowledge.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Examining errors in reasoning	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them?	In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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19. Practicing Skills, Strategies, and Processes

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

Teacher Evidence

❒ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process

- Guided practice if students cannot perform the skill, strategy, or process independently
- Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Practicing skills, strategies, and processes	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content involves a skill, strategy, or process, engages students in practice activities, but the majority of students are not monitored for the desired effect of the strategy.	When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of students' fluency.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Practicing skills, strategies, and processes	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in practice activities when content involves a skill, strategy, or process?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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20. Revising Knowledge

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Revising knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous content, but the majority of students are not monitored for the desired effect of the strategy.	Engages students in revision of previous content and monitors for evidence of the extent to which these revisions deepen the majority of students' understanding.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Revising knowledge	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in the revision of previous content?	In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding?	How might you adapt and create new strategies for revising content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

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

21. Organizing Students for Cognitively Complex Tasks

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups to facilitate working on cognitively complex tasks, but the majority of students are not monitored for the desired effect of the strategy.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors for evidence of the extent to which group processes facilitate generating and testing hypotheses for the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you organize students in groups to facilitate working on cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	What are you learning about your students as you adapt and create new strategies?

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22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

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

Teacher Evidence

❒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses

❒ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence

❒ Students are clearly working on tasks that require them to generate and test hypotheses

❒ When asked, students can explain the hypothesis they are testing

❒ When asked, students can explain whether their hypothesis was confirmed or disconfirmed

❒ Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation), but the majority of students are not monitored for the desired effect of the strategy.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors for evidence of the extent to which the majority of students are generating and testing hypotheses.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	What are you learning about your students as you adapt and create new strategies?

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23. Providing Resources and Guidance

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

Teacher Evidence

❒ Teacher makes himself/herself available to students who need guidance or resources
- Circulates around the room
- Provides easy access to himself/herself

❒ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks

❒ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

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

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing resources and guidance	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Acts as a guide and resource provider as students engage in cognitively complex tasks, but the majority of students are not monitored for the desired effect of the strategy.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors for evidence of the extent to which the majority of students request and use guidance and resources.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing resources and guidance	How can you begin to incorporate some aspect of this strategy in your instruction?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How might you adapt and create new strategies for providing resources and guidance?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:
- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?

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Marzano Protocol: Lesson Segments Enacted on the Spot

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

24. Noticing when Students are Not Engaged

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Noticing when students are not engaged	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Scans the room making note of when students are not engaged and takes action, but the majority of students are not monitored for the desired effect of the strategy.	Scans the room making note of when students are not engaged and takes action and monitors for evidence of the extent to which the majority of students re-engage.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Noticing when students are not engaged	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you scan the room making note of when students are not engaged and take action to engage students?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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25. Using Academic Games

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using academic games	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses academic games and inconsequential competition to maintain student engagement, but the majority of students are not monitored for the desired effect of the strategy.	Uses academic games and inconsequential competition to maintain student engagement and monitors for evidence of the extent to which the majority of students focus on the academic content of the game.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using academic games	How can you begin to incorporate this strategy into your instruction?	How can you use academic games and inconsequential competition to maintain student engagement?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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26. Managing Response Rates

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Managing response rates	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy.	Uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Managing response rates	How can you begin to incorporate this strategy into your instruction?	How can you use response rate techniques to maintain student engagement in questions?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using physical movement	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses physical movement to maintain student engagement, but the majority of students are not monitored for the desired effect of the strategy.	Uses physical movement to maintain student engagement and monitors for evidence of the extent to which these activities enhance the majority of students' engagement.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using physical movement	How can you begin to incorporate this strategy into your instruction?	How can you use physical movement to maintain student engagement?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

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

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a lively pace	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses pacing techniques to maintain students' engagement, but the majority of students are not monitored for the desired effect of the strategy.	Uses pacing techniques to maintain students' engagement and monitors for evidence of the extent to which these techniques keep the majority of students engaged.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a lively pace	How can you begin to incorporate this strategy into your instruction?	How can you use pacing techniques to maintain students' engagement?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How might you adapt and create new pacing techniques that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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29. Demonstrating Intensity and Enthusiasm

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

Teacher Evidence

- ❒ Teacher describes personal experiences that relate to the content
- ❒ Teacher signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- ❒ Teacher overtly adjusts energy level

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating intensity and enthusiasm	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates intensity and enthusiasm for the content in a variety of ways, but the majority of students are not monitored for the desired effect of the strategy.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors for evidence of the extent to which the majority of students' engagement increases.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating intensity and enthusiasm	How can you begin to incorporate this strategy into your instruction?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using friendly controversy	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses friendly controversy techniques to maintain student engagement, but the majority of students are not monitored for the desired effect of the strategy.	Uses friendly controversy techniques to maintain student engagement and monitors for evidence of the effect on the majority of students' engagement.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using friendly controversy	How can you begin to incorporate this strategy into your instruction?	How can you use friendly controversy techniques to maintain student engagement?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which students keep engaged?	How might you adapt and create new techniques for using friendly controversy to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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31. Providing Opportunities for Students to Talk about Themselves

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing opportunities for students to talk about themselves	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides students with opportunities to relate what is being addressed in class to their personal interests, but the majority of students are not monitored for the desired effect of the strategy.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors for evidence of the extent to which these activities enhance the majority of students' engagement.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing opportunities for students to talk about themselves	How can you begin to incorporate this strategy into your instruction?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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32. Presenting Unusual or Intriguing Information

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Presenting unusual or intriguing information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses unusual or intriguing information about the content, but the majority of students are not monitored for the desired effect of the strategy.	Uses unusual or intriguing information about the content and monitors for evidence of the extent to which this information enhances the majority of students' interest in the content.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Presenting unusual or intriguing information	How can you begin to incorporate this strategy into your instruction?	How can you use unusual or intriguing information about the content?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students' interest in the content?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that made you bored?

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

33. Demonstrating "Withitness"

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating "withitness"	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses behaviors associated with "withitness", but the majority of students are not monitored for the desired effect of the strategy.	Uses behaviors associated with "withitness" and monitors for evidence of the effect on the majority of students' behavior.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating "withitness"	How can you begin to incorporate this strategy into your instruction?	How can you use behaviors associated with "withitness"?	In addition to, using behaviors associated with "withitness," how can you monitor the effect on students' behavior?	How might you adapt and create new techniques for using behaviors associated with "withitness" that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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34. Applying Consequences for Lack of Adherence to Rules and Procedures

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Applying consequences for lack of adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Applies consequences for not following rules and procedures consistently and fairly, but the majority of students are not monitored for the desired effect of the strategy.	Applies consequences for not following rules and procedures consistently and fairly, and monitors for evidence of the extent to which rules and procedures are followed by the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Applying consequences for lack of adherence to rules and procedures	How can you begin to incorporate this strategy into your instruction?	How can you apply consequences for not following rules and procedures consistently and fairly?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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35. Acknowledging Adherence to Rules and Procedures

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Acknowledging adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Acknowledges adherence to rules and procedures consistently and fairly, but the majority of students are not monitored for the desired effect of the strategy.	Acknowledges adherence to rules and procedures consistently and fairly, and monitors for evidence of the extent to which new actions affect the majority of students' behavior.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Acknowledging adherence to rules and procedures	How can you begin to incorporate this strategy into your instruction?	How can you acknowledge adherence to rules and procedures consistently and fairly?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How well did you do at following classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

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

36. Understanding Students' Interests and Background

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Understanding students' interests and background	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses students' interests and background during interactions with students, but the majority of students are not monitored for the desired effect of the strategy.	Uses students' interests and background during interactions with students and monitors for evidence of the sense of community in the classroom among the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Understanding students' interests and background	How can you begin to incorporate this strategy into your instruction?	How can you use students' interests and background during interactions with students?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate caring for students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses verbal and nonverbal behaviors that indicate caring for students, but the majority of students are not monitored for the desired effect of the strategy.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors for evidence of the quality of relationships in the classroom among the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate caring for students	How can you begin to incorporate this strategy into your instruction?	How can you use verbal and nonverbal behaviors that indicate caring for students?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Displaying emotional objectivity and control	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Behaves in an objective and controlled manner, but the majority of students are not monitored for the desired effect of the strategy.	Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate for the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Displaying emotional objectivity and control	How can you begin to incorporate this strategy into your instruction?	How can you behave in an objective and controlled manner?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

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

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

39. Demonstrating Value and Respect for Low Expectancy Students

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

Teacher Evidence

❒ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students

❒ The teacher provides low expectancy with nonverbal indications that they are valued and respected:
- Makes eye contact
- Smiles
- Makes appropriate physical contact

❒ The teacher proves low expectancy students with verbal indications that they are valued and respected:
- Playful dialogue
- Addressing students in a manner they view as respectful

❒ Teacher does not allow negative comments about low expectancy students

Student Evidence

❒ When asked, students say that the teacher cares for all students

❒ Students treat each other with respect

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Communicating value and respect for low expectancy students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate value and respect for low expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors for evidence of the impact on the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Beginning	Not Using	Developing	Applying	Innovating
Communicating value and respect for low expectancy students	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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40. Asking Questions of Low Expectancy Students

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Asking questions of low expectancy students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors for evidence of the quality of participation of the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Asking questions of low expectancy students	How can you begin to incorporate this strategy into your instruction?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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41. Probing Incorrect Answers with Low Expectancy Students

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

Teacher Evidence

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

Student Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Probing incorrect answers by low expectancy students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors for evidence of the level and quality of responses of the majority of students.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Probing incorrect answers by low expectancy students	How can you begin to incorporate this strategy into your instruction?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

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Domain 2: Planning and Preparing

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success.

Planning and Preparing for Lessons and Units

42. Effective Scaffolding of Information within Lessons

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

Planning Evidence

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

Teacher Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Effective Scaffolding of Information within Lessons	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher scaffolds the information but the relationship between the content is not clear	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher is recognized leader in helping others with this activity

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43. Lessons within Units
The teacher organizes lessons within units to progress toward a deep understanding of content.
Planning Evidence ❒ Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways ❒ Plans incorporate student choice and initiative ❒ Plans provide for extension of learning
Teacher Evidence ❒ When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content ❒ When asked, the teacher can describe how students will make choices and take initiative ❒ When asked, the teacher can describe how learning will be extended

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Lessons within Units	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher is a recognized leader in helping others with this activity

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44. Attention to Established Content Standards
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.
Planning Evidence ❒ Lesson and unit plans include important content identified by the district (scope) ❒ Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district
Teacher Evidence ❒ When asked, the teacher can identify or reference the important content (scope) identified by the district ❒ When asked, the teacher can describe the sequence of the content to be taught as identified by the district

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Attention to Established Content Standards	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher is a recognized leader in helping others with this activity

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45. Use of Available Traditional Resources
The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.
Planning Evidence ❒ The plan outlines resources within the classroom that will be used to enhance students' understanding of the content ❒ The plan outlines resources within the school that will be used enhance students' understanding of the content ❒ The plan outlines resources within the community that will be used to enhance students' understanding of the content
Teacher Evidence ❒ When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content ❒ When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content ❒ When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Use of Available Traditional Resources	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher is a recognized leader in helping others with this activity

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46. Use of Available Technology

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

Planning Evidence

❒ The plan identifies available technology that will be used:

- Interactive whiteboards
- Response systems
- Voting technologies
- One-to-one computers
- Social networking sites
- Blogs
- Wikis
- Discussion Boards

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

Teacher Evidence

❒ When asked, the teacher can describe the technology that will be used

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Use of Available Technology	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher is a recognized leader in helping others with this activity

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Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.
Planning Evidence ❒ The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson ❒ The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction
Teacher Evidence ❒ When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson ❒ When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Needs of English Language Learners	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher is a recognized leader in helping others with this activity

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Planning and Preparing for Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education
The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.
Planning Evidence ❒ The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP)for a lesson ❒ The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction
Teacher Evidence ❒ When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson ❒ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Needs of Students Receiving Special Education	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher is a recognized leader in helping others with this activity

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

49. Needs of Students Who Lack Support for Schooling
The teacher identifies the needs of students who come from home environments that offer little support for schooling.
Planning Evidence ❒ The plan provides for the needs of students who come from home environments that offer little support for schooling ❒ When assigning homework, the teacher takes into consideration the students' family resources ❒ When communicating with the home, the teacher takes into consideration family and language resources
Teacher Evidence ❒ When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed ❒ When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework ❒ When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Needs of Students Who Lack Support for Schooling	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher is a recognized leader in helping others with this activity

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Domain 3: Reflecting on Teaching

Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness

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

Teacher Evidence

❒ The teacher identifies specific areas of strengths and weaknesses within Domain 1

❒ The teacher keeps track of specifically identified focus areas for improvement within Domain 1

❒ The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1

❒ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Identifying Areas of Pedagogical Strength and Weakness	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher is a recognized leader in helping others with this activity

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51. Evaluating the Effectiveness of Individual Lessons and Units

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

Teacher Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Evaluating the Effectiveness of Individual Lessons and Units	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher is a recognized leader in helping others with this activity

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52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.
Teacher Evidence ❒ The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) ❒ The teacher provides a written analysis of specific causes of success or difficulty ❒ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher is a recognized leader in helping others with this activity

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53. Developing a Written Growth and Development Plan

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

Teacher Evidence

❒ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources

❒ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Developing a Written Growth and Development Plan	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher is a recognized leader in helping others with this activity

54. Monitoring Progress Relative to the Professional Growth and Development Plan

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

Teacher Evidence

❒ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

❒ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Monitoring Progress Relative to the Professional Growth and Development Plan	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed	The teacher is a recognized leader in helping others with this activity

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Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Promoting Positive Interactions with Colleagues	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher is a recognized leader in helping others with this activity

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56. Promoting Positive Interactions about Students and Parents

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

Teacher Evidence

❒ The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust

❒ The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns

❒ The teacher encourages parent involvement in classroom and school activities

❒ The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families

❒ The teacher uses multiple means and modalities to communicate with families

❒ The teacher responds to requests for support, assistance and/or clarification promptly

❒ The teacher respects and maintains confidentiality of student/family information

❒ When asked, the teacher can describe instances when he or she interacted positively with students and parents

❒ When asked, students and parents can describe how the teacher interacted positively with them

❒ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Promoting Positive Interactions about Students and Parents	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher is a recognized leader in helping others with this activity

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Promoting Exchange of Ideas and Strategies

57. Seeking Mentorship for Areas of Need or Interest
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors**.**
Teacher Evidence ❒ The teacher keeps track of specific situations during which he or she has sought mentorship from others ❒ The teacher actively seeks help and input in Professional Learning Community meetings ❒ The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction ❒ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Seeking Mentorship for Areas of Need or Interest	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher is a recognized leader in helping others with this activity

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58. Mentoring Other Teachers and Sharing Ideas and Strategies

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

Teacher Evidence

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Mentoring Other Teachers and Sharing Ideas and Strategies	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher is a recognized leader in helping others with this activity

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Promoting District and School Development

59. Adhering to District and School Rules and Procedures
The teacher is aware of the district's and school's rules and procedures and adheres to them.
Teacher Evidence ❒ The teacher performs assigned duties ❒ The teacher follows policies, regulations and procedures ❒ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records) ❒ The teacher fulfills responsibilities in a timely manner ❒ The teacher understands legal issues related to students and families ❒ The teacher demonstrates personal integrity ❒ The teacher keeps track of specific situations in which he or she adheres to rules and procedures

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Adhering to District and School Rules and Procedures	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is a recognized leader in helping others with this activity

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60. Participating in District and School Initiatives
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.
Teacher Evidence ❒ The teacher participates in school activities and events as appropriate to support students and families ❒ The teacher serves on school and district committees ❒ The teacher participates in staff development opportunities ❒ The teacher works to achieve school and district improvement goals ❒ The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives ❒ When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Participating in District and School Initiatives	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	The teacher is a recognized leader in helping others with this activity

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Promoting Legal Compliance

**Specialists only*

***61. Adhering to Federal, State & District Requirements for Special Programs**
The teacher is aware of the Federal, State and District Requirements for Special Programs and adheres to them.
Teacher Evidence ❒ The teacher performs assigned duties related to Special Programs ❒ The teacher follows policies, regulations and procedures ❒ The teacher maintains accurate records (student progress, evaluation records & reports, individual planning, case management) ❒ The teacher meets all federal, state and/or district established timelines ❒ The teacher understands legal issues and demonstrates knowledge of applicable laws, policies, regulations, and procedures ❒ The teacher follows correct procedures and maintains documentation ❒ The teacher maintains appropriate confidentiality ❒ The teacher demonstrates personal integrity ❒ The teacher keeps track of specific situations in which she or he adheres to rules and procedures

Scale

	Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Adhering to Federal, State & District Requirements for Special Programs	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher is aware of Federal, State & District Requirements for Special Programs but does not adhere to all of these rules and procedures	The teacher is aware of Federal, State & District Requirements for Special Programs and adheres to them	The teacher is a recognized leader in helping others with this activity

APPENDIX D:
InTASC Model Core Teaching Standards

InTASC

Model Core Teaching Standards:

A Resource for State Dialogue

Developed by
CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)
April 2011

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Finally, InTASC would like to acknowledge and thank the many national education organizations who worked with us by nominating committee members and helping us spread the word about these standards. These organizations include:

- American Association of Colleges for Teacher Education (AACTE)
- American Association of School Administrators (AASA)
- American Federation of Teachers (AFT)
- Association of Teacher Educators (ATE)
- Council for Exceptional Children (CEC)
- National Association of Elementary School Principals (NAESP)
- National Association for Gifted Children (NAGC)
- National Association of Secondary School Principals (NASSP)
- National Association of State Boards of Education (NASBE)
- National Association of State Directors of Special Education (NASDSE)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Board for Professional Teaching Standards (NBPTS)
- National Commission on Teaching and America's Future (NCTAF)
- National Council for Accreditation of Teacher Education (NCATE)
- National Education Association (NEA)
- National School Boards Association (NSBA)
- National Teacher of the Year Program
- Teach for America (TFA)
- Teacher Education Accreditation Council (TEAC)

Introduction

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

A New Vision of Teaching for Improved Student Achievement

The updating of the core teaching standards was driven not only by new understandings of learners and learning but also by the new imperative that every student can and must achieve to high standards. Educators are now being held to new levels of accountability for improved student outcomes. These standards embrace this new emphasis and describe what effective teaching that leads to improved student achievement looks like. They are based on our best understanding of current research on teaching practice with the acknowledgement that how students learn and strategies for engaging learners are evolving more quickly than ever. These standards promote a new paradigm for delivering education and call for a new infrastructure of support for professionals in that system. Below are the key themes that run through the updated teaching standards and how they will drive improved student learning.

These standards … describe what effective teaching that leads to improved student achievement looks like.

Personalized Learning for Diverse Learners

The explosion of learner diversity means teachers need knowledge and skills to customize learning for learners with a range of individual differences. These differences include students who have learning disabilities and students who perform above grade level and deserve opportunities to accelerate. Differences also include cultural and linguistic diversity and the specific needs of students for whom English is a new language. Teachers need to recognize that all learners bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote their learning. To do this effectively, teachers must have a deeper understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

Finally, teachers need to provide multiple approaches to learning for each student. One aspect of the power of technology is that it has made learners both more independent and more collaborative. The core teaching standards assign learners a more active role in determining what they learn, how they learn it, and how they can demonstrate

their learning. They also encourage learners to interact with peers to accomplish their learning goals. In these ways, the standards embody a vision of teaching that personalizes each learner's experiences while ensuring that every learner achieves to high levels.

A Stronger Focus on Application of Knowledge and Skills

Today's learners need both the academic and global skills and knowledge necessary to navigate the world—attributes and dispositions such as problem solving, curiosity, creativity, innovation, communication, interpersonal skills, the ability to synthesize across disciplines, global awareness, ethics, and technological expertise. CCSSO and the National Governors Association are leading the work on articulating what learners need to know and be able to do. The Common Core State Standards for English Language Arts and Mathematics are benchmarked to international standards and include rigorous content and application of knowledge through high-order skills. As states adopt these standards, educators throughout the nation will be reexamining what students should know and be able to do throughout their K–12 education experience.

The standards stress that teachers build literacy and thinking skills across the curriculum [and] help learners address multiple perspectives in exploring ideas and solving problems.

The core teaching standards describe what teachers should know and be able to do in today's learning context to ensure students reach these learning goals. For example, cross-disciplinary skills (e.g., communication, collaboration, critical thinking, and the use of technology) are woven throughout the teaching standards because of their importance for learners. Additionally, the core teaching standards stress that teachers build literacy and thinking skills across the curriculum, as well as help learners address multiple perspectives in exploring ideas and solving problems. The core teaching standards also address interdisciplinary themes (e.g., financial literacy, civic literacy) and the teacher's ability to design learning experiences that draw upon multiple disciplines.

Improved Assessment Literacy

The current education system treats assessment as a function largely separated from teaching. Yet, teachers are expected to use data to improve instruction and support learner success. The core teaching standards recognize that, to meet this expectation, teachers need to have greater knowledge and skill around how to develop a range of assessments, how to balance use of formative and summative assessment as appropriate, and how to use assessment data to understand each learner's progress, adjust instruction as needed, provide feedback to learners, and document learner progress against standards. In addition, teachers need to be prepared to make data-informed decisions at varied levels of assessment, from once-a-year state testing, to district benchmark tests several times a year, to ongoing formative and summative assessments at the classroom-level. This work occurs both independently and collaboratively and involves ongoing learning and reflection.

A Collaborative Professional Culture

Our current system of education tends to isolate teachers and treat teaching as a private act. This is counter to the way we think about teaching today. Just as collaboration among learners improves student learning, we know that collaboration among teachers improves practice. When teachers collectively engage in participatory decision-making,

designing lessons, using data, and examining student work, they are able to deliver rigorous and relevant learning for all students and personalize learning for individual students. The core teaching standards require transparency of practice and ongoing, embedded professional learning where teachers engage in collective inquiry. This includes participating actively as a team member in decision-making processes that include building a shared vision and supportive culture, identifying common goals, and monitoring progress toward those goals. It further includes giving and receiving feedback on practice, examining student work, analyzing data from multiple sources, and taking responsibility for each student's learning.

New Leadership Roles for Teachers and Administrators

These core teaching standards set forth new and high expectations for teachers, including around leadership. Integrated across the standards is the teacher's responsibility for the learning of all students, the expectation that they will see themselves as leaders from the beginning of their career and advocate for each student's needs, and the obligation to actively investigate and consider new ideas that will improve teaching and learning and advance the profession. Leadership responsibilities are also implicit as teachers participate in the new collaborative culture. Teachers are expected to work with and share responsibility with colleagues, administrators, and school leaders as they work together to improve student learning and teacher working conditions. This includes actively engaging in efforts to build a shared vision and supportive culture within a school or learning environment, establish mutual expectations and ongoing communication with families, and involve the community in meeting common goals.

Integrated across the standards is the teacher's responsibility for the learning of all students [and] the expectation that they will see themselves as leaders from the beginning of their career.

Purpose of this Document

The purpose of this document is to serve as a resource for states, districts, professional organizations, teacher education programs, teachers, and others as they develop policies and programs to prepare, license, support, evaluate, and reward today's teachers. As noted above, a systemic approach and supportive infrastructure are essential to successful implementation of these standards. In addition to this standards document, CCSSO has also released a complementary policy discussion document that outlines key considerations, recommendations, and cautions for using the standards to inform policy. This paper builds off of CCSSO's Education Workforce white paper (www.ccsso.org/intasc), which outlines the chiefs' strategic goals in building an educator development and support system of which these standards are the first step.

In updating the InTASC model standards, efforts were made to ensure they align with other national and state standards documents that were recently revised or released. Specifically, this document has been reviewed to ensure compatibility with the recently-released Common Core State Standards for students in mathematics and English language arts, the National Board for Professional Teaching Standards (NBPTS) accomplished teaching core principles, the National Council for Accreditation of Teacher Education (NCATE) accreditation standards, the National Staff Development Council (NSDC) (now called Learning Forward) professional development standards, and the Interstate School Leader Licensure Consortium (ISLLC) 2008 educational leadership policy standards and CCSSO's companion document of performance expectations and indicators for education leaders.

Consistency among all these documents ensures a coherent continuum of expectations for teachers from beginning through accomplished practice, and sets the conditions necessary to support professional growth along this continuum. It also increases the probability of building aligned systems of teacher development and support that begin with recruitment and preparation and run through induction, ongoing professional development, accomplished teaching, and other leadership roles. For a discussion of the implications of these updated standards for teacher policy and practice across the career continuum, please see the companion policy document (www.ccsso.org/intasc).

About These Standards

This document is an update to INTASC's *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*, which were released in 1992. These standards differ from the original standards in one key respect: These standards are no longer intended only for "beginning" teachers but as professional practice standards, setting one standard for performance that will look different at different developmental stages of the teacher's career. What distinguishes the beginning from the accomplished teacher is the degree of sophistication in the application of the knowledge and skills. To reflect this change in emphasis, InTASC removed "new" from its name and now is called the Interstate Teacher Assessment and Support Consortium (InTASC).

These standards are no longer intended only for "beginning" teachers but as professional practice standards.

Another key point is that these standards maintain the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher's practice. The relationships among the three have been reframed, however, putting performance first—as the aspect that can be observed and assessed in teaching practice. The others were renamed. "Essential knowledge" signals the role of declarative and procedural knowledge as necessary for effective practice and "critical dispositions" indicates that habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice.

Vocabulary choice in the document was deliberate to be consistent with the vision being presented. For example, wherever possible "student" was replaced with "learner" because learner implies an active role in learning whereas student could be seen as more passive. Learner also connotes a more informal and accessible role than that of student. Second, "classroom" was replaced with "learning environment" wherever possible to suggest that learning can occur in any number of contexts and outside of traditional brick and mortar buildings that classroom and school imply.

The reader of these standards should keep in mind that while each standard emphasizes a discrete aspect of teaching, teaching and learning are dynamic, integrated and reciprocal processes. Thus, of necessity, the standards overlap and must be taken as a whole in order to convey a complete picture of the acts of teaching and learning.

The indicators are not intended to be a checklist, but rather helpful ways to picture what the standard means.

Also, it is important to keep in mind that indicators are examples of how a teacher might demonstrate each standard. In a performance assessment of teaching covering several days, one would not expect the teacher to demonstrate every indicator—and there may be other indicators that would provide excellent evidence for the standard that the committee did not set forth here. Thus, the indicators are not intended to be a checklist, but rather helpful ways to picture what the standard means.

Next Steps

Standards can serve three different functions. First, they can serve as a "banner" and lay out a big picture vision of where we want to go. Second, they can define a specific "bar" or level of performance that must be met. Third, they can articulate the "opportunity to learn" supports that must be in place to ensure a teacher candidate has opportunity to meet the standards. All three are essential to success. These Model Core Teaching Standards are the banner in that their purpose is to describe a new vision of teaching to which we aspire as we work to transform our education system to meet the needs of today's learners. It is a reform document designed to help us see and come to consensus on where it is we want to go.

The purpose [of the standards] is to describe a new vision of teaching to which we aspire as we work to transform our education system to meet the needs of today's learners.

The next step of the work is to take these standards and translate them into a developmental continuum and performance rubrics that can be used to assess performance at key points along the teacher's career. Simultaneously, we must build the infrastructure of accountability and support to match the new vision of teaching. Some of this work has already begun. We look forward to working with states and partners in developing consensus around this common core of teaching and moving these standards into practice.

Resources and Research Behind the Standards

The committee drew upon a range of resources in revising the standards. This included key research literature, the work of states who had already updated their standards, and additional key resources such as books and documents related to 21st century learning.

In addition to the above, the committee members themselves—teachers, teacher educators, researchers, state policy leaders—were selected to assure expertise across a range of topics important to the update process. Their expertise was another key resource in the development of the revised standards.

On the issue of research, InTASC commissioned a review of the literature to capture the current evidence base during the standards-writing process. Periodic research updates were given to the committee as the standards work was under way and additional focus areas were added to the review as the committee identified the key ideas grounding its work. The literature review can be found at the InTASC website (www.ccsso.org/intasc) including summary statements of what we know and where there are gaps are in the research. CCSSO considers the research base a work in progress and seeks feedback on the website.

Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Glossary of Terms

This glossary includes only those terms that are helpful to understanding how the InTASC standards have changed, particularly where new emphases or new understandings are implicated.

Academic Language
Academic language, tied to specific subject area disciplines, captures—through vocabulary, grammar, and organizational strategies—the complex ideas, higher order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English.

Assessment
Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes, aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

Formative Assessment
Formative assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

Summative Assessment
Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated tests, the National Assessment of Educational Progress (NAEP), and accountability measures (e.g., Adequate Yearly Progress or AYP).

Collaboration
Collaboration is a style of interaction between individuals engaged in shared decision making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute and they share decision-making authority and accountability for outcomes.

Content Knowledge
Content knowledge includes not only a particular set of information, but also the framework for organizing information and processes for working with it. The traditional definition of content knowledge has been extended in these standards in three ways. First, it incorporates the notion of "pedagogical content knowledge," which blends content and effective instructional strategies for teaching particular subject matter, including appropriate representations and explanations. Second, it includes connections to other disciplines and the development of new, interdisciplinary areas of focus such as civic literacy, environmental literacy, and global awareness. Third, the notion of content knowledge is further extended to include cross-disciplinary skills as tools of inquiry and means to probe content deeply and apply it in real world contexts.

Cross-disciplinary Skills
Cross-disciplinary skills 1) allow learners to probe content deeply (e.g., reading comprehension, critical thinking), 2) connect academic disciplines to one another (e.g., problem solving), 3) can be applied to and may be used differently within various fields (e.g., critical thinking in biology vs. critical thinking in literary analysis), and 4) should be taught explicitly in the context of a given content area (e.g., accessing and interpreting information). These skills include critical thinking, problem solving, collaboration, effective oral and written communication, accessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism.

Cultural Relevance
Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

Data and Use of Data
Learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to 1) learner demographics and background information, 2) documented information about learning needs and prior performance, 3) learner class work, homework, and other formal and informal works produced by the learner, 4) progress charts, records, and anecdotal teacher notes from formative assessments and/or classroom observations, 5) end-of-unit teacher-developed tests or summative performances and course grades, and 6) external test scores.

Using data in instructional decision making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes—assessing, analyzing, planning, implementing, and reflecting. Data-informed instructional decision making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and school-wide instructional solutions. This same cyclical process can be applied to larger education decisions affecting school climate and school improvement efforts, with expanded sets of data that may include, for example, teacher evaluation and professional development, parental involvement, and resource allocation.

Diverse Learners and Learning Differences
Diverse learners and students with learning differences are those who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. Learning differences are manifested in such areas as differing rates of learning, motivation, attention, preferred learning modalities, complexity of reasoning, persistence, foundational knowledge and skills, and preferred learning and response modes.

Diversity
Diversity is inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

Inclusive Learning Environment
Inclusive learning environments are welcoming and accepting of each and every learner including those who are vulnerable to marginalization and exclusion and those who traditionally have been left out or excluded from appropriate educational and learning opportunities. Inclusion incorporates and expands the concept of inclusion that is most frequently associated with the goal of equal access to general education for students with disabilities. Inclusive

approaches embrace diversity; provide access to high-level knowledge, skills, and application for every student; adapt instruction to meet individual needs; encourage co-teaching and collaboration among general and resource educators; foster collaboration with families and community members; maintain high expectations of all students; and support student achievement and growth.

Leadership

Leadership in this document refers to attributes of the teacher that include but are not limited to: 1) a view of the teacher's role in education as multifaceted; 2) a keen sense of ethical responsibility to advance the profession while simultaneously advancing knowledge, skills, and opportunities for each learner; 3) a deep commitment to teaching that includes a willingness to actively engage in professional development to expand knowledge about teaching and learning; 4) a willingness to take on the mantle of leadership in the classroom and among colleagues without a formal title; 5) a recognition of when to lead and when it is appropriate to allow others to lead; 6) knowledge of when and how to marshal a variety of stakeholders to work toward a common cause; 7) an ability to regularly garner resources, both human and other, for the betterment of the students and the school; and 8) the ability to make sound decisions based on the appropriate use and interpretation of quality data and evidence. Teacher leaders function well in professional communities, contribute to school improvement, and inspire their students and colleagues to excellence.

Learning Environment

A learning environment is a complex setting designed to attend to the learner(s), the context, and the content simultaneously. Regardless of the setting—whether traditional classroom, community-based, virtual, or other alternative format—a learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. Learning environments can be created in varied settings, and the traditional classroom environment itself can be stretched to become more experiential and technology-rich. Technology can engage learners with experts and fellow learners around the world, providing access to authentic problems and real-world applications The development of technology-enriched learning environments can enable learners to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

Learning Progressions

Learning progressions are descriptions of increasingly sophisticated ways of thinking about a topic and have been proposed as solutions to such educational problems as a lack of curricular coherence, developmental inappropriateness of curricula, misalignment between instruction and assessment, and weaknesses in support for valued teaching practices. They can support teachers' formative assessment practices and help teachers use learners' prior knowledge in productive ways. By laying out the territory that learners are likely to traverse in coming to understand a given concept, these tools can help teachers recognize their learners' misconceptions as productive steps on the way to full understanding.

Professional Development and Professional Learning

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision making. Thus, professional learning is an ongoing, job-embedded process that supports transfer of newly-learned knowledge and skills to practice. Such learning also needs to be continuously evaluated and refined.

Reference Chart of Key Cross-Cutting Themes in Updated InTASC Standards

This chart shows where in the text of the standards certain key themes are referenced, demonstrating how they have been integrated across the document. In some instances, the key theme is not explicit but can be inferred.

Theme	Knowledge	Disposition	Performance
*Collaboration	3(j), 3(k), 3(i), 5(p), 7(m), 10(l), 10(n)	1(k), 3(n), 3(o), 3(p), 6(q), 6(s), 7(o), 9(l), 10(q), 10(r)	1(c), 3(a), 3(b), 3(c), 3(e), 3(h), 6(c), 7(a), 7(e), 8(b), 8(c), 9(a-d), 10(a-g)
*Communication	3(l), 3(j), 5(n), 6(l), 6(n), 6(o), 8(m), 10(n)	3(q), 3(r), 6(q), 6(s), 8(q)	3(c), 3(e), 3(f), 3(h), 5(e), 6(d), 6(e), 8(h), 8(i), 10(g)
*Creativity/Innovation	5(l), 5(o), 8(j), 8(m)	3(p), 5(s)	5(d), 5(f), 5(g), 8(i), 9(f)
*Critical thinking, problem solving	4(j), 4(k), 4(l), 5(i), 5(m), 8(j), 8(l), 9(g)	4(p), 4(r), 5(q)	4(b), 4(c), 4(d), 4(e), 4(h), 5(a), 5(b), 5(d), 5(f), 5(g), 6(f), 8(f), 8(g), 8(i), 9(d)
Cultural competence	1(g), 2(g), 2(j), 2(k), 3(i), 4(k), 4(m), 7(i), 8(k), 9(i)	4(o), 8(t), 9(m)	2(d), 3(f), 5(h), 7(c), 9(e)
English language learners	1(g), 2(i), 2(j), 6(p), 7(m), 8(m)	2(o), 6(u)	2(d), 2(e), 4(i), 6(h), 7(e)
Families/Communities	2(j), 2(k), 10(m)	1(k), 2(m), 3(n), 7(o), 9(m), 10(q)	1(c), 2(d), 3(a), 8(c), 9(b), 10(c), 10(d), 10(e), 10(g), 10(k)
Individual differences	1(d-g), 2(g), 2(h), 2(j), 2(k), 3(l), 4(l), 4(m), 6(k), 6(l), 6(m), 6(o), 6(p), 7(i-m), 8(k), 8(l), 9(g), 9(h), 9(i), 9(j)	1(h), 1(i), 1(k), 2(l), 2(m), 2(n), 2(o), 4(r), 6(q), 6(s), 6(u), 7(n), 7(q), 8(p), 8(s), 9(m)	1(a), 1(b), 2(a-f), 2(h), 3(d), 3(f), 4(a), 4(d), 4(e), 4(f), 4(g), 6(c), 6(d), 6(g), 6(h), 6(i), 7(b), 7(c), 7(d-f),8(a), 8(b), 8(d), 8(e), 8(f), 9(a), 9(c), 9(e),10(a). 10(b)
Interdisciplinary themes	5(j)	5(q-s)	5(c), 5(b), 5(e)
Leadership	1(c), 3(k), 5(p), 7(l), 7(m), 8(l), 8(n), 9(i), 9(j), 10(l-o)	1(j), 3(n), 4(p), 5(q), 6(r), 6(v), 7(o), 7(p), 8(s), 9(m), 9(n), 10(p-t)	2(f), 3(a), 3(c), 3(d), 4(g), 5(d), 5(g), 6(c), 6(e), 6(f), 7(a), 7(e), 8(c), 8(d), 9(a-f), 10(a-k)
*Multiple perspectives	5(i), 5(j), 5(n), 5(p), 9(i), 7(h), 10(l), 10(m)	4(p), 5(r), 6(t)	2(d), 3(e), 4(b), 5(a), 5(b), 5(d), 5(e), 5(g)
Professional learning	6(j-p), 7(f), 7(k), 8(k), 8(n), 8(o), 9(g-k)	4(o), 4(p), 4(q), 5(q), 5(r), 6(t), 8(p), 9(l-o), 10(r), 10(s), 10(t)	6(a), 6(c), 6(g), 6(i), 8(g), 9(a-f), 10(f), 10(h)
Student-directed learning	3(i), 3(k), 5(m), 6(m)	3(n), 3(o), 3(p), 6(q), 6(s), 10(q)	3(b), 3(c), 5(d), 5(f), 6(f), 8(b), 8(c)
Teacher responsibility	3(m), 5(l), 9(j), 9(k), 10(o)	1(j), 4(o), 4(q), 5(r), 6(r), 6(t), 6(u), 6(v), 7(p), 9(l-o), 10(p), 10(r), 10(s)	3(c), 3(g), 5(h), 9(e), 9(f)
*Technology	3(j), 3(m), 5(k), 5(l), 7(k), 8(n), 8(o), 10(n)	8(q), 8(r)	3(g), 3(h), 4(g), 5(c), 6(i), 8(g), 9(d), 9(f),10(e), 10(g)
Use of data to support learning	5(k), 6(j-p), 7(l), 8(n), 8(o), 9(g), 9(h), 9(k)	6(q-v), 7(q), 8(s), 9(l)	2(d), 5(c), 5(f), 6(a-i), 8(b), 8(d), 8(g), 9(c), 9(f), 10(a-c)

*Cross-disciplinary skills

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APPENDIX E:
InTASC/Marzano Crosswalk

The Marzano Causal Teacher Evaluation Model
Alignment to InTASC Model Core Teaching Standards

Exclusive partners with Dr. Robert J. Marzano
for the Causal Teacher Evaluation Model

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Preface

Federal initiatives (e.g. Race to the Top) and state legislation call for rigorous, transparent, and fair evaluation systems that differentiate teacher effectiveness based on student achievement as described by value-added models. Subsequently, there is an increased need for a teacher evaluation model that also includes a comprehensive, robust, and research-based description of teacher effectiveness that can measure the effectiveness of teachers using observation protocols, classroom artifacts, portfolios, student work, and professional growth plans.

The goal of an effective evaluation system 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. Dr. Marzano's Causal Teacher Evaluation Model (*herein referred to as the Marzano Teacher Evaluation Model*) is based on his acclaimed Art and Science of Teaching framework, which defines instructional strategies identified by research to increase student learning gains. The Marzano Teacher Evaluation Model closely aligns with state teaching standards through the development of clear criteria for success and a student data module that ties student achievement to teacher evaluation using data closest to the classroom.

The Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards[1] describe what teachers need to know and be able to do. The Marzano Teacher Evaluation Model parallels this effort and provides a means for teachers to translate the standards into their daily practice.

[1] Source: CCSSO's Interstate Teacher Assessment and Support Consortium, *InTASC Model Core Teaching Standards: A Resource for State Dialogue*, (April 2011). Website: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

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LEARNING AND PERFORMANCE MANAGEMENT

Marzano Causal Teacher Evaluation Model Map of Domains 1-4

Domain 1: Classroom Strategies and Behaviors

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

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching framework. The nine DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

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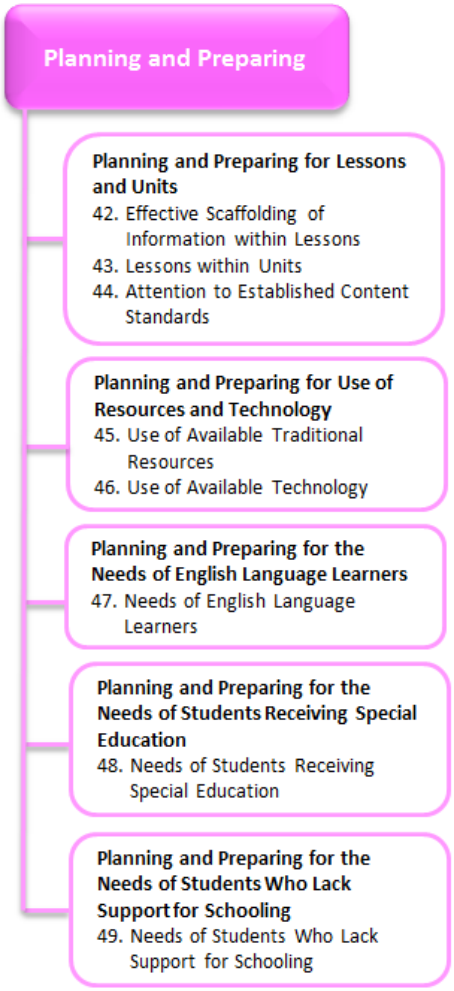
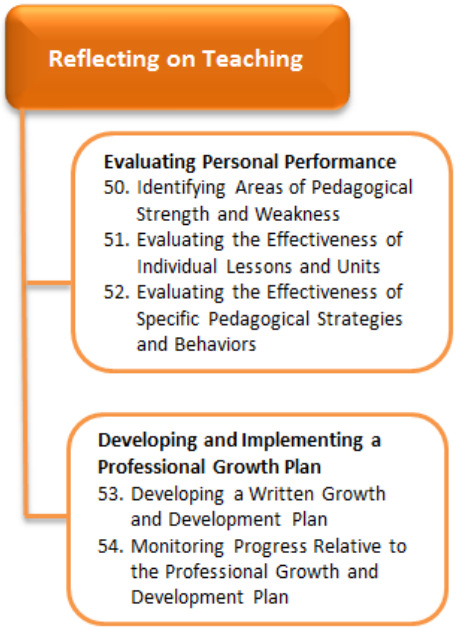
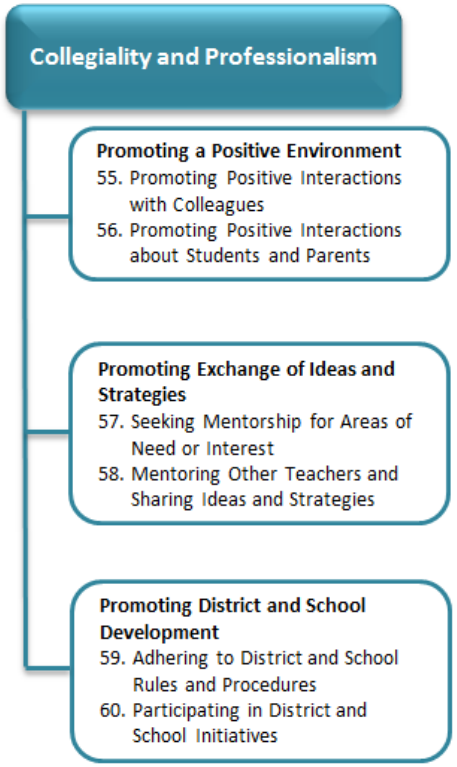
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



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The Marzano Teacher Evaluation Model Alignment to the InTASC Model Core Teaching Standards

Marzano Evaluation Model Domains 1, 2, 3, and 4	InTASC Model Core Teaching Standards
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	
I. Lesson Segments Involving Routine Events	
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 6: Assessment
2. Tracking Student Progress	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 6: Assessment Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practice
3. Celebrating Success	Standard 6: Assessment
Design Question #6: What will I do to establish and maintain classroom rules and procedures?	
4. Establishing Classroom Routines	Standard 3: Learning Environments
5. Organizing the Physical Layout of the Classroom	
II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively interact with new knowledge?	
6. Identifying Critical Information	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge
7. Organizing Students to Interact with New	Standard 1: Learner

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Knowledge	Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 8: Instructional Strategies
8. Previewing New Content	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 8: Instructional Strategies
9. Chunking Content into "Digestible Bites"	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 6: Assessment Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practices
10. Processing of New Information	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 6: Assessment Standard 8: Instructional Strategies
11. Elaborating on New Information	
12. Recording and Representing Knowledge	
13. Reflecting on Learning	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment

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	Standard 8: Instructional Strategies
Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment Standard 8: Instructional Strategies
15. Organizing Students to Practice and Deepen Knowledge	
16. Using Homework	
17. Examining Similarities and Differences	
18. Examining Errors in Reasoning	
19. Practicing Skills, Strategies, and Processes	
20. Revising Knowledge	
Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks	Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment Standard 8: Instructional Strategies
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	
23. Providing Resources and Guidance	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment Standard 8: Instructional Strategies
III. Lesson Segments Enacted on the Spot	
Design Question #5: What will I do to engage students?	
24. Noticing When Students are Not Engaged	Standard 1: Learner

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	Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 8: Instructional Strategies
25. Using Academic Games	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 8: Instructional Strategies
26. Managing Response Rates	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 8: Instructional Strategies
27. Using Physical Movement	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 8: Instructional Strategies
28. Maintaining a Lively Pace	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 8: Instructional Strategies
29. Demonstrating Intensity and Enthusiasm	
30. Using Friendly Controversy	Standard 1: Learner Development Standard 2: Learning Differences

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	Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 8: Instructional Strategies
31. Providing Opportunities for Students to Talk about Themselves	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 5: Application of Content Standard 8: Instructional Strategies
32. Presenting Unusual or Intriguing Information	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 8: Instructional Strategies
Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?	
33. Demonstrating "Withitness"	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge
34. Applying Consequences for Lack of Adherence to Rules and Procedures	Standard 1: Learner Development Standard 3: Learning Environments Standard 10: Leadership and Collaboration
35. Acknowledging Adherence to Rules and Procedures	
Design Question #8: What will I do to establish and maintain effective relationships with students?	

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36. Understanding Students' Interests and Background	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 6: Assessment Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practices
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 8: Instructional Strategies
38. Displaying Objectivity and Control	Standard 1: Learner Development Standard 2: Learning Differences Standard 4: Content Knowledge Standard 9: Professional Learning and Ethical Practices
Design Question #9: What will I do to communicate high expectations for all students?	
39. Demonstrating Value and Respect for Low Expectancy Students	Standard 1: Learner Development Standard 2: Learning Differences Standard 6: Assessment Standard 10: Leadership and Collaboration
40. Asking Questions of Low Expectancy Students	Standard 1: Learner Development Standard 2: Learning Differences Standard 6: Assessment Standard 8: Instructional Strategies Standard 10: Leadership and Collaboration
41. Probing Incorrect Answers with Low Expectancy Students	
DOMAIN 2: PLANNING AND PREPARING	

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I. Planning and Preparing for Lessons and Units	
42. Effective Scaffolding of Information with Lessons	Standard 1: Learner Development Standard 2: Learning Differences Standard 6: Assessment Standard 7: Planning for Instruction Standard 10: Leadership and Collaboration
43. Lessons within Units	Standard 1: Learner Development Standard 2: Learning Differences Standard 6: Assessment Standard 7: Planning for Instruction
44. Attention to Established Content Standards	Standard 4: Content Knowledge Standard 5: Application of Content Standard 7: Planning for Instruction Standard 9: Professional Learning and Ethical Practices
II. Planning and Preparing for Use of Resources and Technology	
45. Use of Available Traditional Resources	Standard 1: Learner Development Standard 2: Learning Differences Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment Standard 7: Planning for Instruction
46. Use of Available Technology	
III. Planning and Preparing for Needs of English Language Learners	
47. Needs of English Language Learners	Standard 1: Learner Development Standard 2: Learning Differences Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment

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	Standard 7: Planning for Instruction Standard 9: Professional Learning and Ethical Practices
IV. Planning and Preparing for Needs of Students Receiving Special Education	Standard 1: Learner Development Standard 2: Learning Differences Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment Standard 7: Planning for Instruction Standard 10: Leadership and Collaboration
48. Needs of Students Receiving Special Education	
V. Planning and Preparing for Needs of Students Who Lack Support for Schooling	
49. Needs of Students Who Lack Support for Schooling	
DOMAIN 3: REFLECTING ON TEACHING	
I. Evaluating Personal Performance	
50. Identifying Areas of Pedagogical Strength and Weakness	Standard 9: Professional Learning and Ethical Practices Standard 10: Leadership and Collaboration
51. Evaluating the Effectiveness of Individual Lessons and Units	
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
II. Developing and Implementing a Professional Growth Plan	
53. Developing a Written Growth and Development Plan	Standard 9: Professional Learning and Ethical Practices Standard 10: Leadership and Collaboration
54. Monitoring Progress Relative to the Professional Growth and Development Plan	
DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM	
I. Promoting a Positive Environment	
55. Promoting Positive Interactions with Colleagues	Standard 3: Learning Environments Standard 7: Planning for Instruction Standard 9: Professional Learning and Ethical Practices

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	Standard 10: Leadership and Collaboration
56. Promoting Positive Interactions about Students and Parents	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practices Standard 10: Leadership and Collaboration
II. Promoting Exchange of Ideas and Strategies	
57. Seeking Mentorship for Areas of Need or Interest	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 7: Planning for Instruction Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practices Standard 10: Leadership and Collaboration
58. Mentoring Other Teachers and Sharing Ideas and Strategies	Standard 1: Learner Development Standard 7: Planning for Instruction Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practices Standard 10: Leadership and Collaboration

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III. Promoting District and School Development	
59. Adhering to District and School Rule and Procedures	Standard 9: Professional Learning and Ethical Practices Standard 10: Leadership and Collaboration
60. Participating in District and School Initiatives	

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InTASC Model Core Teaching Standards

THE LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

I. Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Performances**
  - The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
  - The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
  - The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
- **Essential Knowledge**
  - The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
  - The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
  - The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
  - The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- **Critical Dispositions**
  - The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

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- The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- The teacher takes responsibility for promoting learners' growth and development.
- The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

II. Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Performances**
  - The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
  - The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
  - The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
  - The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
  - The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
  - The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
- **Essential Knowledge**
  - The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
  - The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
  - The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
  - The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
  - The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- **Critical Dispositions**
  - The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
  - The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
  - The teacher makes learners feel valued and helps them learn to value each other.

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- The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

III. Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- **Performances**
  - The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
  - The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
  - The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
  - The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
  - The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
  - The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
  - The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
  - The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- **Essential Knowledge**
  - The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
  - The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
  - The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
  - The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
  - The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- **Critical Dispositions**
  - The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
  - The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

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- The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- The teacher seeks to foster respectful communication among all members of the learning community.
- The teacher is a thoughtful and responsive listener and observer.

CONTENT

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

IV. Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Performances**
  - The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
  - The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
  - The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
  - The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
  - The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
  - The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
  - The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
  - The teacher creates opportunities for students to learn, practice, and master academic language in their content.
  - The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.
- **Essential Knowledge**
  - The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

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- The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

- **Critical Dispositions**
  - The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
  - The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
  - The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
  - The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

V. Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Performances**
  - The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
  - The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
  - The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
  - The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
  - The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
  - The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
  - The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
  - The teacher develops and implements supports for learner literacy development across content areas.

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- **Essential Knowledge**
  - The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
  - The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
  - The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
  - The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
  - The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
  - The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
  - The teacher understands creative thinking processes and how to engage learners in producing original work.
  - The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
- **Critical Dispositions**
  - The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
  - The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
  - The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

VI. Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Performances**
  - The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

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- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

- **Essential Knowledge**
  - The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
  - The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
  - The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
  - The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
  - The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
  - The teacher knows when and how to evaluate and report learner progress against standards.
  - The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- **Critical Dispositions**
  - The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
  - The teacher takes responsibility for aligning instruction and assessment with learning goals.
  - The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
  - The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

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- The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

VII. Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Performances**
  - The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
  - The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
  - The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
  - The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
  - The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
  - The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
- **Essential Knowledge**
  - The teacher understands content and content standards and how these are organized in the curriculum.
  - The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
  - The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
  - The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
  - The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
  - The teacher knows when and how to adjust plans based on assessment information and learner responses.
  - The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
- **Critical Dispositions**
  - The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

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- The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

VIII. Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Performances**
  - The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
  - The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
  - The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
  - The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
  - The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
  - The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
  - The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
  - The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
  - The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
- **Essential Knowledge**
  - The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
  - The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
  - The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
  - The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
  - The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

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  - The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- **Critical Dispositions**
  - The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
  - The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
  - The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
  - The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

PROFESSIONAL RESPONSIBILITY

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

IX. Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Performances**
  - The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
  - The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
  - Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
  - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
  - The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

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  - The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

- **Essential Knowledge**
  - The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
  - The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
  - The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
  - The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
  - The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.
- **Critical Dispositions**
  - The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
  - The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
  - The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
  - The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

X. Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- **Performances**
  - The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
  - The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
  - The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

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- The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- The teacher uses and generates meaningful research on education issues and policies.
- The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

- **Essential Knowledge**
  - The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
  - The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
  - The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
  - The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- **Critical Dispositions**
  - The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
  - The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
  - The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
  - The teacher takes responsibility for contributing to and advancing the profession.
  - The teacher embraces the challenge of continuous improvement and change.

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

The Marzano Causal Teacher Evaluation Model [2] (Marzano Teacher Evaluation Model) is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the mode can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

Domain 1: Classroom Strategies and Behaviors
Domain 2: Preparing and Planning
Domain 3: Reflecting on Teaching
Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 elements in Domain 1, eight elements in Domain 2, five elements in Domain 3 and six elements in Domain 4. For a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

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

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

The Research Base from which the Model was Developed

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

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Experimental/Control Studies

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

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

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been and continue to be conducted, on various elements of the Marzano Teacher Evaluation Model. For example, a study was recently conducted in Oklahoma as a part of an examination of elements related to student achievement in K-12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in Oklahoma Schools: Phase II Report*, by Marzano Research Laboratory, 2010 and 2011 respectively). Those studies involved 61 schools, 117 teachers and more than 13,000 K-12 students. Collectively, those reports indicate positive relationships with various elements of the Marzano Teacher Evaluation Model across the domains. Specific emphasis was placed on Domain 1, particularly in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive with some as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87 which is associated with a 31 percentile point gain in student achievement. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. High correlations such as these were also reported for the total number of Domain 1 strategies teachers used in a school. Specifically, the number of Domain 1 strategies teachers used in school had a .35 correlation with reaching proficiency and a .26 correlation with mathematics proficiency.

Technology Studies

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

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for Domain 1 elements were positive with some as high as .70. This implies that the effectiveness of the interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

Summary

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

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APPENDIX F:

Teacher and Administrator Evaluation and Support Systems

FAQs (ODE)

WHO IS EVALUATED?

1. **Who is required to be evaluated under the new system?**
   All "teachers" and "administrators" are required to be evaluated using the new system. As per ORS 342.815 a **"teacher"** means any person who holds a teaching license or registration or who is otherwise authorized to teach in the public schools of this state and who is employed half-time or more (.5 FTE **and** at least 135 consecutive days of the school year as per ORS 342.840) as an instructor* or administrator.

   ***Instructor** includes those individuals who meet the definition used in ORS 342.121 "Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035(15), to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041-343.065 and 343.221." Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(19).

   As per ORS 342.815 an **"administrator"** includes:
   - any teacher the majority of whose employed time is devoted to service as a supervisor
   - principal
   - vice principal
   - director of a department or the equivalent in a fair dismissal district.

   "**Fair dismissal district**" means any common or union high school district or education service district.

   The guidance document including a flowchart has been updated to help districts determine who meets these definitions under SB290 and who needs to be evaluated under the new system. It can be found online at www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf

2. **Are instructional coaches considered "instructors" under this definition?**
   Teachers who do not instruct students directly are not required to set student learning and growth goals. However, it is recommended that their evaluation include measures of their impact on school and district goals for student achievement. Impact may be calculated at the district, school, department, or other group levels depending on whether they serve multiple schools, the entire school, a department, a grade, or a specific group of students.

3. **Are teachers who provide technical support or consultation to teachers, but who do not provide instruction to students included in this definition?**
   See the flowchart referenced in Question 1.

4. **What does "temporary teacher" mean?**
   Per ORS 342.815 "Temporary teacher" means a teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.

5. **What are the requirements for evaluating staff who do not meet the definitions above?**
   It is up to individual districts to determine how they will provide meaningful evaluations to those staff members who do not meet this description.

6. **Does SB 290 apply to charter school employees?**
   It depends on the charter of the school, whether the district is the employer, and the policies of the school. Oregon charter school law generally exempts charter schools from laws that apply to school districts unless the law is listed in the charter of the school or the school has adopted a policy that states the law will apply to the school. If the charter of a school or policies of the school include language that either specifically address SB 290 or generally address Oregon personnel laws then the charter school is required to implement the new educator standards. Additionally, some charter school employees are employees of a school district. The new law applies to these employees like other school district employees. The best practice in this area to determine the new law's applicability is to review the charter and specific policies of the charter school.
   See ORS 338.115, 338.135, 342.856 and OAR 581- 022-1723, 1724 and 1725.

7. **How will individuals filling the dual roles of superintendent and principal be evaluated?**
   An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB290, it is up to local school boards to determine how these individuals are evaluated.

8. **How will individuals filling the dual roles of teacher and principal be evaluated?**
   If the majority of the individual's time is spent as an administrator, the administrator rubric would be used. Likewise, if the majority of time is spent as a teacher, the teacher rubric would be used.

In the event that an employee serves half time in both roles, the employee and their supervisor would determine which role would be most appropriate for evaluation and proceed accordingly.

9. Is anyone exempt under these definitions?

ORS 342.815 specifically exempts the following individuals: "superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

STUDENT LEARNING & GROWTH GOALS

10. What are Student Learning and Growth goals?

Student learning and growth means measures of student progress (across two or more points in time) and of proficiency/mastery (at a single point in time) in relation to state or national standards. Student learning and growth is evidenced by state assessments as well as national, international, district-wide and other valid and reliable assessments and collections of student work.

Student learning and growth goals and measures align with the standards the teacher is expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and developmentally appropriate for the curriculum and the students being taught.

11. Who has to set Student Learning and Growth goals?

Anyone who meets the description of "teacher" or "administrator" described in question 1 is required to set two goals annually for student learning and growth (SLG).

For example, counselors could set two student learning and growth goals based on how they support student academic learning and use data to provide evidence that their work has increased student success over time. A counselor might track student progress using student retention or graduation rate, for example.

12. Do both SLG goals have to cover all of a teacher's students?

Goals must span a school year or complete course of study. For elementary teachers this means that goals must cover all the students in a teacher's class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.

For secondary teachers (including middle school) goals must cover all the students instructed by the teacher **in a particular course**. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course

might set one goal for students in their Algebra courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover **all** students they teach.

13. **If a teacher's first SLG goal covers all students, can the second goal be more focused on a specific subgroup, or do both goals have to address all students?**
    On page 24 of the Oregon Framework for Evaluation and Support it states "The collective set of a teacher's goals should address all of his or her students." As long as the two required goals cover all the students over the course of a year (e.g.; elementary) or a complete course of study (e.g.; secondary) then it is not necessary for each goal to cover all students.

14. **Can teachers write SLG goals as a team?**
    Teachers collaborate with their supervisor/evaluator to establish student learning goals. Teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.

15. **How are SLG goals set in proficiency-based classrooms where year-long goals might not be appropriate?**
    In all classrooms teachers examine baseline data in order to set growth goals that include every student. In proficiency-based classrooms goals should be set for the period of time during which students would be expected to demonstrate proficiency. Since all students may not demonstrate proficiency at the same time, a tiered goal based on growth would be appropriate.

16. **How do you determine which students should be included in a growth goal, particularly in schools/classrooms with high mobility?**
    Goals must cover all the students in a course or class, or in the case of an administrator, all the students within the school or district. However, it is only possible to evaluate growth for those students for whom both baseline and outcome data exists. These students represent the "intact group". This intact group is what would be used by the educator when determining whether the goal was met.

17. **Could an SLG goal relate to something like a decrease in undesirable behavior?**
    As per the ESEA waiver criteria, teachers in tested and non-tested subjects are required to use assessments of student learning and growth. Examples of types of measures for student learning and growth are outlined on page 23 of the Framework. Behavior goals for these teachers do not meet these criteria for the two required goals. However, strategies to address behavior could be included as part of an educator's plan to achieve their goals.

    For administrators and some specialists, measures of student behavior are allowable. Examples of types of measures are described in Category 3 on page 28 of the Framework.

18. Can data from previous years be combined with your assessment to create goals?
Yes. When setting student learning and growth goals educators should be looking at data over time and identifying trends and patterns in student growth.

19. What if an educator and evaluator cannot come to consensus on an SLG goal?
OAR 581-022-1723 states that evaluations must attempt to "allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator including the classroom or other assignments of the teacher or administrator." Individual situations in which consensus cannot be reached should be handled using the district's established resolution process.

However, Oregon law also requires that student learning goals are set collaboratively. Collaborative goal setting requires that both the educator and the evaluator enter into the conversation with the same purpose: to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. Goals originate with the educator after their analysis of baseline student data which could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators discuss proposed goals with their supervisor/ evaluator and collaborate to establish final SLG goals. The educator and evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate evidence-based strategies, quality of evidence and standards addressed. See ORS 342.856(3)(c) and OAR 581-022-1723.

Educator Specific Questions

20. If you are an elementary teacher at a testable grade, does Goal #1 need to address BOTH math and reading?
The Framework requires that teacher and administrator have at least two goals. If a teacher is in a tested grade and subject, one of those goals must be **either** reading or math. If one goal is focused on reading, for example, the second goal could be on math but that is not required. The second goal must, however, use a district level or teacher developed assessment around an academic goal.

If a teacher is not in a testable grade or subject, he/she would develop two goals using a district level or teacher developed assessment around an academic goal. Teachers in non-tested grades/subjects could also choose to use a state assessment.

21. When setting SLG goals, how should high school teachers in ELA and math account for 11th grade students who have already passed the state assessment?
The collective set of a teacher's goals should address all of his or her students. 11th graders who had already passed the statewide assessment would not be included in

the intact group for the goal measured by that assessment, but would be included in the intact group for the teacher's second goal.

22. **How might an elementary P.E. or music teacher who sees all of the students in a school set an SLG goal?**
    Teachers who provide instruction to all the students in a school could select one grade level and one component of instruction (e.g., rhythm) to set their goal. They would not need to set a goal that included every student in the school.

23. **Do administrator SLG goals for Category 1 need to include all testable grades in the school (e.g., grades 3, 4, & 5 in elementary) or only all of the students in one grade?**
    Administrator goals for Category 1 should address all tested grades and subgroups within the school for either ELA or Math.

24. **Are central office administrators required to set SLG goals?**
    Administrative staff who do not instruct students or directly supervise those who provide instruction are not required to set SLGs. However, it is recommended that districts include goal setting as part of the evaluation process for these staff. These goals should be directly related to the work they do and reflect how that work impacts students.

25. **Are Speech Language Pathologists (SLP) who are licensed by an organization other than TSPC required to set SLG goals?**
    Guidance provided in "Who is evaluated under SB290?" indicates that TSPC licensure is the first "filter" in determining who should be evaluated. This filter is based on Oregon's definition of teacher (see Question1). Based on this guidance, only those SLPs that pass this filter are required by law to set student learning and growth goals. However, individual districts may decide to require that all SLPs within the district set SLG goals.

    It is important to note that SLP who provide specially designed instruction rather than related services would also be required to set SLGs.

26. **How should teachers whose job it is to move students out of intervention programs (e.g., Title I teachers, special education teachers, speech pathologists) set SLG goals since they do not necessarily have an intact group of students all year? (NEW)**

    All teachers, regardless of their assignment, are required to set two SLG goals. Between these two goals the expectation is that the growth of all students is measured.

    Similar to students with IEPs, students participating in prescribed interventions have plans for their progress. The teacher could write a goal about the progress of students exiting the program within the timeframe outlined in their individual plan, or they

could look at all the students they teach and create goals around a cohort with the greatest number of students who have similar needs.

Another approach might be to create one goal that covers students who do not exit the program and be based on growth in learning in the program, and the other goal would cover the number or percentage of students that exit. If the second goal does not look enough like growth, they could write the goal as growing from a baseline to exit criteria.

27. How do special education teachers/personnel who instruct students with IEPs set SLG goals?

Just like their general education counterparts, Special Education teachers set two student learning and growth goals. Because Special Education teachers provide individualized instruction specific to the needs identified in students' Individualized Education Plans (IEPs), there are different ways to conceptualize how to set student learning and growth goals.

Information contained within various sections of the IEP is one valuable source among many that may be used to inform student learning and growth goals, and can be used to provide baseline data (e.g., PLEP, easy CBM, OAKS). Special Education teachers would write goals around a specific content area and use those students to whom they provide instruction and/or services as their intact group. The educator should aim for including as many students as possible into their two goals **and** should set as long a period as possible for each goal.

28. Are Special Education teachers required to use OAKS to set an SLG goal?

The measure used by the teacher depends on the teacher's role in the core content instruction. Special Education teachers who provide a student's only instruction in English language arts or math should use OAKS as one measure for students who take OAKS.

Those teachers who are not the primary provider of instruction in English language arts and math, but who provide additional, intensive instruction in ELA and math for students on IEPs, are not required to use OAKS or the Extended Assessment as a measure of student growth. These teachers are still expected to set goals and measure them, but measures outlined in the student's IEP that fit the criteria of Category 1, 2, or 3 would be more appropriate measures than OAKS or the Extended Assessment.

29. Are Special Education teachers required to use the Extended Assessment to set an SLG goal?

The measure used by the teacher depends on the teacher's role in the core content instruction.

Special Education teachers who provide a student's only instruction in English language arts or math should use the Extended Assessment as **one measure** for those students who take the Extended Assessment. The Extended Assessment is designed specifically for students with the most significant cognitive disabilities and is based on alternate achievement standards. As part of Oregon's overall assessment system the Extended Assessment is a statewide assessment and therefore should be used as a Category 1 measure for those teachers who are the primary providers of instruction in English language arts or math. Special Education teachers, consistent with general education teachers, should use multiple measures to assess student growth.

Those teachers who are not the primary provider of instruction in English language arts and math, but who provide additional, intensive instruction in ELA and math for students on IEPs, are not required to use OAKS or the Extended Assessment as a measure of student growth. These teachers are still expected to set goals and measure them, but measures outlined in the student's IEP that fit the criteria of Category 1, 2, or 3 would be more appropriate measures than OAKS or the Extended Assessment.

30. Are ELD teachers required to use the ELPA to set a SLG goal from Category 1?

Teachers who only provide instruction in English Language Proficiency (often called ELD teachers) are not considered teachers in "tested grades and subjects" because they are not providing instruction in the content areas of ELA and math, but rather the language skills necessary to access those content areas. Consequently, they would not be required to set a goal using a Category 1 measure. Sheltered instruction teachers who provide both instruction in ELA or math content and language proficiency would be required to set a goal using Category 1.

However, because the ELPA provides valuable information about student proficiency in English, ELD teachers are strongly encouraged to use this data both for setting and measuring their goals for student learning.

31. Can CTE teachers set SLG goals around the development of students' employability skills?

Yes. The content of instruction provided by CTE teachers encompasses technical, academic, and employability skills. When setting Student Learning and Growth Goals CTE teachers should use standards appropriate to their instruction which could include academic content standards such as CCSS for Literacy and Mathematics, Oregon's Science Standards, as well as the Common Career Technical Core (CCTC) including the career ready practices, the Oregon Skill Sets, and the Oregon Essential Skills.

32. Can a Career and Technical (CTE) Technical Skills Assessment be used as a Category 2 measure of student growth?

In order to use a CTE Technical Skills Assessment as a Category 2 measure of student growth and learning the assessment must be a district, regional, state, or national assessment given to all students in a class or course. Technical Skills Assessments

unique to a given school and teacher would not qualify as a Category 2 assessment, but could be used for Category 3. In addition, the CTE Technical Skills Assessment must not be supported with federal Perkins funds in order to avoid supplanting issues.

SLGs as Part of the Evaluation Cycle

33. What if, as part of the evaluation cycle, it is determined that sufficient progress on SLG goals is not being made? Can the goal be revised?

Student learning and growth goals should be rigorous, but attainable. Teachers and administrators complete goal setting in collaboration with their supervisor/ evaluator. During the collaborative planning process, the educator and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed.

Goals must remain the same throughout the year, but strategies for attaining the goals may be revised as part of the professional conversation between the educator and evaluator.

34. If contract teachers are evaluated every two years, are the student learning and growth goals approved for two years, or every year?

Student learning goals need to be approved every year. Just as now, however, a teacher may have a goal that continues beyond a given school year. A student learning goal can be revised based on assessment results continued into a second year.

35. What if a teacher or principal does not meet their SLG goals? How does that affect their summative evaluation?

Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. District evaluation and support systems are required to include multiple measures for this very reason.

Evaluations are expected to be based on a review of all the evidence; student learning and growth goals are just one piece. Performance on student learning and growth is factored into the summative evaluation along with evidence of professional practice and professional responsibility. An educator's summative evaluation will help determine the next steps in their professional growth cycle and aligned professional learning opportunities.

SLGs and Assessments

36. How do educators set SLG goals when there is no statewide assessment baseline data to draw from?

In grades where there is no baseline statewide data teachers could use district performance assessment data or a pre-assessment done at the beginning of the course or school year for setting their goals (e.g.; Easy CBM for reading). Measures should be aligned to state or national standards and comparable statewide or district-wide, or have been approved by the district for use across a building. As a reminder, during the 2013-14 school year teachers are setting goals but the results should not be included in any summative evaluation.

37. **With finalized statewide assessment data not available until summer, how can districts provide evaluation feedback to teachers on goal attainment?**
One option districts can consider is using trend data from state assessment as well as information from district assessments including universal screeners.

While final state assessment data is not available until August, districts can access initial results throughout the school year. Historically there has been little variance in final data reporting from initial reporting. Conversations about goal attainment could then take place as part of the goal setting conference at the start of the following year using the final statewide data.

38. **Will the state be providing typical growth targets for the EA as it does for the OAKS? Or are there other tools we can use to help Special Educators know what progress is realistic yet rigorous for their students who take this assessment? (NEW)**

ODE is not providing growth targets for students taking the Extended Assessment at this time. Given the size of the population, ODE is exploring the possibility of developing a valid and reliable measure of growth for these students.

39. **If a district does not have any assessments that meet the Category 2 description and the teacher does not teach in a testable grade, can the teacher set both of their SLG goals in Category 3?**
Teachers in non-tested grades and subjects must use measures from at least two of the three categories, so Category 3 could not be used for both goals. If the district has no district-developed measures, national tests such as DIBELS, ACT, AP, etc. could be used.

EVALUTION AND GROWTH CYCLE

40. **Must all teachers and administrators be evaluated in the 2013-14 school year using the new system?**
Yes. However, where an educator is in their current evaluation cycle will determine how they are evaluated using the new system in 2013-14:

a. All probationary teachers and administrators are expected to be evaluated using the new system in 2013-14.

b. All contract teachers and administrators who are at the beginning of their two year evaluation cycle are expected to begin using the new system in 2013-14, though they will not receive their summative evaluation until 2014-15.

c. All contract teachers and administrators who are in the middle of their two year evaluation cycle are expected to receive their summative review using the new system in 2013-14.

41. Is there a difference between how often probationary and contract teachers/administrators are evaluated?
Yes. The summative evaluation must occur on a cycle determined by the educator's contract status. Probationary teachers and administrators must be evaluated every year and contract teachers and administrators every two years.

42. Are probationary teachers required to receive a formal evaluation?
Though Oregon statute does not specifically address formal observations for probationary teachers, providing probationary teachers with formal observations during the three year probationary period would be best practice.

43. Do district goal setting calendars have to be fall through spring?
As long as districts have a cycle for evaluation and professional growth as outlined in the Framework the district may determine the schedule.

44. Are professional goals required to be set annually?
All educators are required to set at least one professional goal. The frequency of goal setting depends on the educator's contract status. Probationary teachers and administrators are required to be evaluated annually and must therefore set annual professional goals. With contracted teachers and administrators districts have discretion for determining how many professional goals will be set and whether they will be evaluated annually or over the two year cycle.

45. What are some examples of tools for self-reflection could be useful in informing goal setting?
For districts using the Danielson Framework for Teaching, the elements, indicators and critical attributes included in the document can be used to help inform goal setting. Similarly, the Salem-Keizer LEGENDS rubric for teachers includes guiding questions that can be used to support this process. Districts not using one of these two models could use these examples to develop their own guiding questions.

46. Are districts required to provide their teachers and administrators with a summative score?
For reporting purposes, USDE requires that ODE collect the summative evaluation scores of all teachers and administrators in Oregon. This information is provided to

ODE through the Teacher and Principal Data Collection. It is the decision of individual districts as to whether they provide these summative scores to their staff.

47. **How will the March 15th deadlines for probationary teacher decisions be accommodated; as student test results (e.g., OAKS, SMARTER) will not be available?**
In making decisions about whether to renew a probationary teacher's contract districts must consider multiple pieces of evidence. Evidence could include teacher performance on professional practice and responsibility standards as well as progress toward meeting Student Learning and Growth Goals that are based on measures other than statewide assessments. Student performance on statewide assessments should not be the sole measure of student learning used in making personnel decisions.

48. **Some instruction in our district is delivered by teachers who are provided through the ESD. Who is responsible for conducting their evaluation - the district or the ESD?**
Whoever employs the teacher is responsible for evaluating the teacher. If the teacher is employed by the ESD then the ESD would be responsible for the evaluation under SB290.

DIFFERENTIATED PERFORMANCE LEVELS (RUBRICS)

49. **Do all elements of a particular rubric need to be evaluated during each evaluation cycle?**
One required element of all evaluation systems is that they provide aligned professional learning (professional development) that is informed by the results of the evaluation and targeted to the needs of the educator. Since every educator will have unique areas of strength and areas for improvement it is reasonable to assume that the evaluation and professional learning may be targeted to specific areas represented by the rubric. However, gathering baseline data for all teachers on all aspects of the rubric would be advisable as part of the first evaluation cycle.

50. **If a district is using an ODE Recommended Rubric (e.g., Danielson) is the district allowed to make changes to the rubric?**
Districts are welcome to make changes to a recommended rubric if doing so will provide a better fit between the rubric and the district. However, if a district changes more than 10% of a recommended rubric then a match gap analysis must be submitted along with the modified rubric in order to assure alignment between the modified rubric and the standards.

51. **ODE has recommended rubrics for teachers and administrators. Will ODE create rubrics for specialized staff (e.g., speech pathologists, counselors, etc.) or must districts create their own rubrics for these categories? (NEW)**

ODE is aware that there are staff positions in most districts that do not fit neatly into the "teacher" category in terms of rubrics. Because districts were given the option to adopt one of several rubrics or create their own, ODE provides the following guidance to assist districts in creating specialized rubrics aligned to the Oregon Model Core Teaching Standards. Two of the recommended rubrics (LEGENDS and Danielson) have already created specialized rubrics which are linked in the Educator Effectiveness Toolkit.

For many specialized personnel there are national standards (e.g., the National Association of School Psychologists http://www.nasponline.org/standards/2010standards.aspx) that can be used to help develop specialized rubrics. Additionally, an instructive brief from the Great Teachers and Leaders Center titled Evaluating Specialized Instructional Support Personnel includes a link to examples of what other states have done which districts may find helpful.

52. Are districts expected to fill the gaps in the Recommended Rubrics that are identified in the gap analyses provided by ODE?

It is not expected that every rubric will address every indicator included in the standards. Rubrics identified as "Recommended" may have gaps; viewed holistically, the language of the rubrics have been determined to meet the overall goal for each standard. Consequently, districts are not required to fill the identified gaps.

Districts may choose to address the gaps, particularly if the gap is in an area that is strongly valued within the district's culture. For those rubrics identified as "requiring additional alignment", gaps identified in the ODE gap analysis must be filled in order for the rubric to be included for use in the district's evaluation system.

53. Are the rubrics for general education teachers and building administrators the only rubrics that must be submitted by July 1, 2013?

Districts must only submit copies of their rubrics if they are not using ODE recommended rubrics (a list of recommended rubrics can be found on the ODE website at www.ode.state.or.us/search/page/?id=3784). ODE has also identified examples of additional rubrics that address specialists, but is not requiring that they be submitted as part of the July 1 assurance.

OTHER

54. What are the state reporting requirements for teacher evaluation results, if any?

The current Principal and Teacher Evaluation data collection will be aligned with the four performance levels defined in the Oregon Framework.

55. Is there any reason why professional competencies (such as ASHA or NASP) could not be built into the evaluation system?

Districts are required to build their evaluation and support systems using Oregon's adopted standards for teacher and administrator professional practice. If a district wants to use any standards other than those adopted by the State Board of Education, a crosswalk between the district's chosen standards and Oregon's adopted standards would need to be submitted with the district's assurance.

56. Can peer observations be used in the new evaluation system?

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

57. If a district is using a percentage model, can different percentages be set for different departments/programs/positions or do the percentages need to be the same for all licensed/administrative staff?

Oregon's Pilot districts are continuing to explore during the 2013-14 school year how to include student learning and growth as "a significant factor" in teacher and administrator evaluation. Once the pilots are complete we will be able to determine how student learning and growth will be used in Oregon.

The percentages districts set must be consistent across personnel and positions.

58. What role do the results of educator evaluations have in making hiring determinations?

The Framework does not mandate how evaluations must be used, but rather "School districts must describe in local board policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.)

59. Will districts be allowed to modify and refine their systems after the July 1, 2013 submission deadline?

Continuous improvement, review, and revision should be at the core of educator effectiveness work. It is expected that districts will continue to revise and refine their systems over the months and years to come to ensure that they work in practice and provide effective professional development for our educators. This includes changing the rubric used by the district, as long as it is aligned to the Oregon adopted standards for teacher and administrator practice.

APPENDIX G:
PowerPoint Slides from Training Presentation

Woodburn Educator Growth and Evaluation System

A Comprehensive Approach for Growth and Evaluation Designed to Support Best Practices in Teaching and Learning

August 2014

Expected Outcome for today's session:

- **Continue to grow in our shared understanding of Woodburn Educator Growth and Evaluation System (W.E.G.E.S.)**
- **Learn what has changed since last year and the implications of those changes**

Effective Teachers & Leaders Matter

Within the school environment, teachers and administrators have the greatest impact on student learning

Ensuring educator effectiveness is key to addressing the achievement gap for all students

and reaching Oregon's 40/40/20 goal

Federal Requirements

ESEA Waiver Criteria for Teacher and Principal Evaluation Systems:

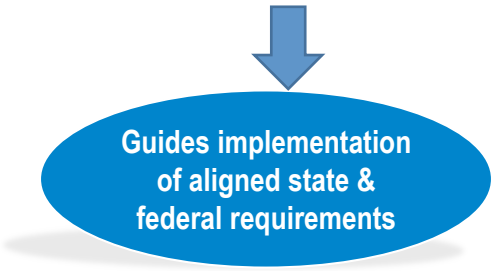
- **Used for continual improvement of instruction**
- **Differentiated performance levels**
- **Multiple measures, including student growth as a significant factor**
- **Evaluate on a regular basis**
- **Provide clear, timely, useful feedback; identifies needs and guides professional development**
- **Used to inform personnel decisions**
- **Ensure districts implement educator evaluation & support systems consistent with state adopted guidelines**

Oregon Requirements

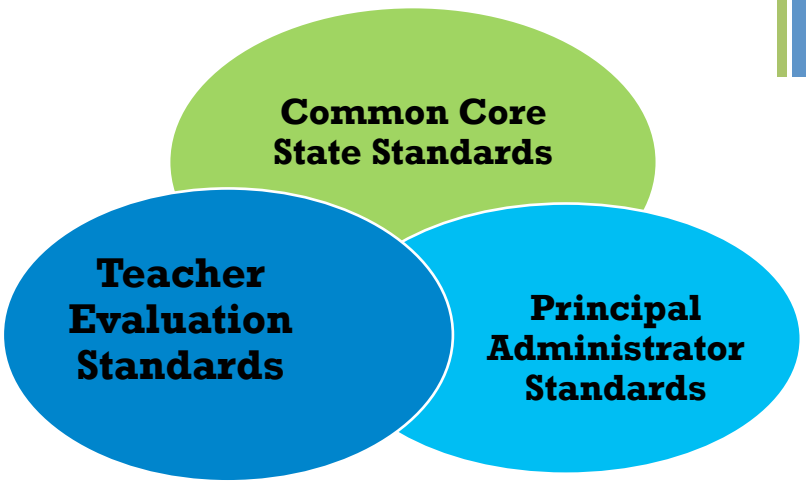
- **Educator Evaluation OARs** adopted by State Board in Dec 2011 and revision in June 2012 (OARs 581-022-1723;1724;1725)
- **SB 290:** State Board of Education, with TSPC , shall adopt core teaching standards and administrators standards that improve student academic growth and learning.

Oregon Evaluation Framework Alignment of State and Federal Requirements

The Oregon Framework incorporates SB290 and federal requirements



Linking the Work

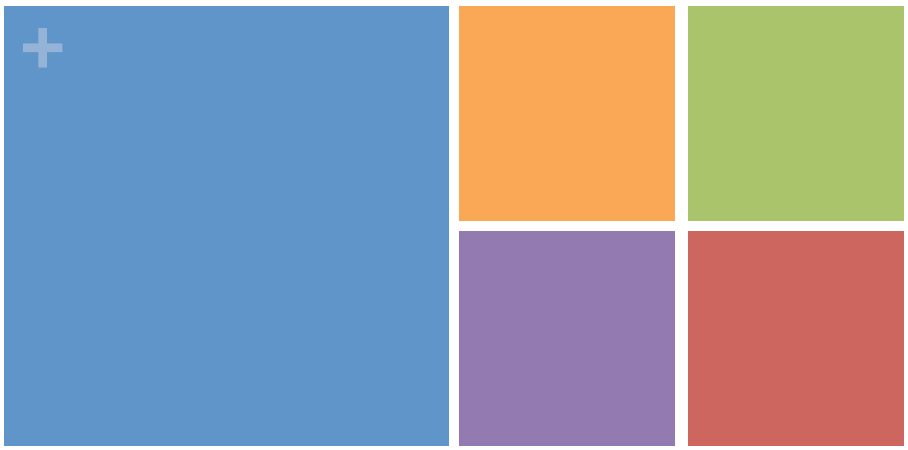


New Requirements: State Level

Oregon Department of Education

New Requirements & Updates: Oregon Department of Education

- The Oregon Matrix Model for Summative Evaluations
  - Y-Axis: Professional Practices & Professional Responsibilities (PP/PR)
  - X-Axis: Rating on Student Learning and Growth
- Multiple Measures
  - Category 1: State Assessments
  - Category 2: Commercially-Developed or Locally-Developed Assessments that include Pre- and Post-Measures used district-wide or school-wide
  - *Category 3: has been eliminated*
- Team Goals
  - Team goals are encouraged, though not required. For example, set your Student Growth Goals as a PLC and work collaboratively to meet those goals.

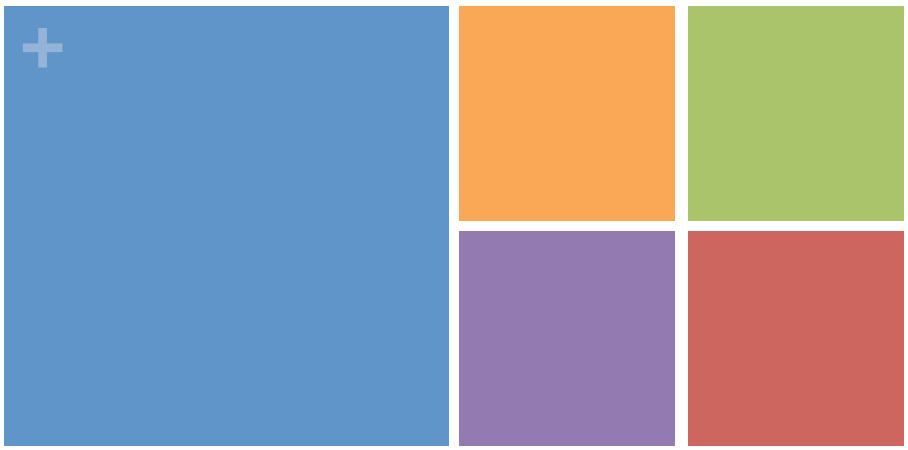


Changes & Updates: Local Level

Woodburn Feedback

Changes and Updates: Woodburn Feedback

- Too Many Areas to Evaluate
  - The 61 Elements (based on Marzano's Framework) have been grouped into 20 Standards (WSD)
    - Standards 1-19 for ALL Teachers
    - Standards 1-20 for Specialists
- Streamline the Paperwork
  - The new Goal Setting and Review Form is based on updated examples from the Oregon Department of Education.
  - Intended to be more straightforward and user friendly.
  - Aligned with iObservation.
  - Compliant with new State Requirements.



WSD Standards

Based on Marzano's Framework

Domain 1: Classroom Strategies and Behaviors

- Lesson segment involving routine events
- Lesson segments addressing content
- Lesson segments enacted on the spot

Domain 2: Planning and Preparing

- Planning and preparing

Domain 3: Reflecting on Teaching

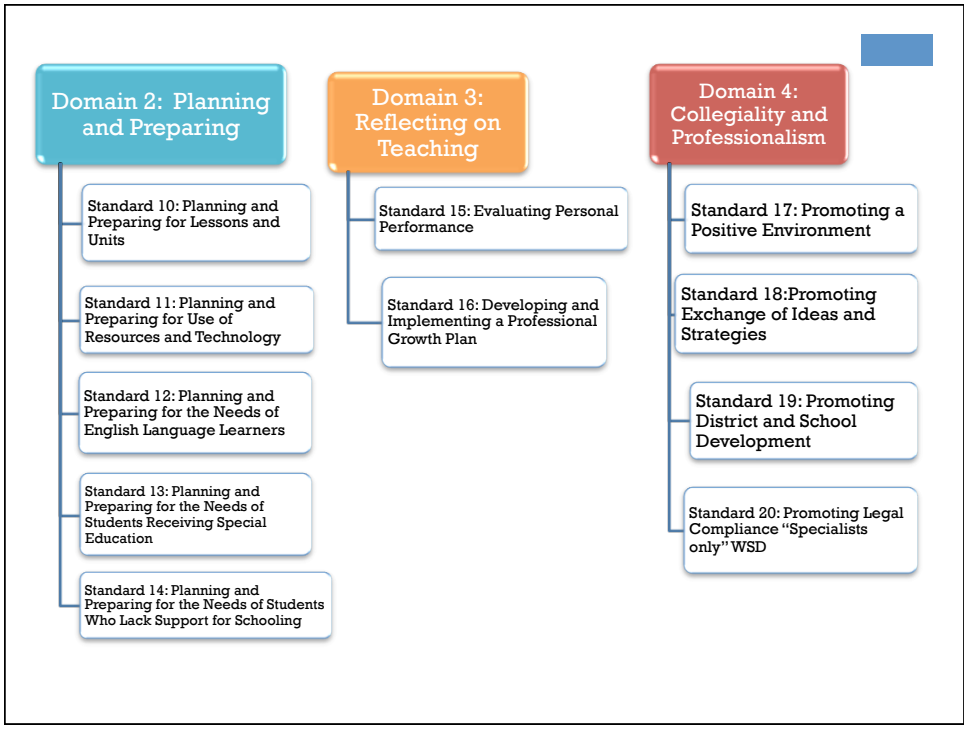
- Reflecting on teaching

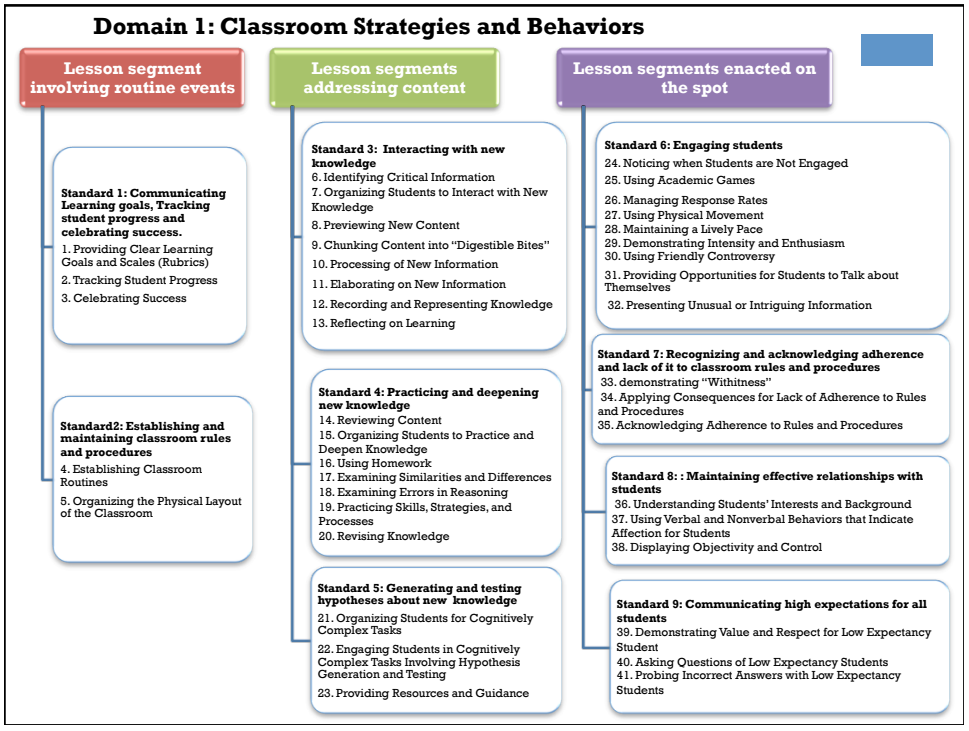
Domain 4: Collegiality and Professionalism

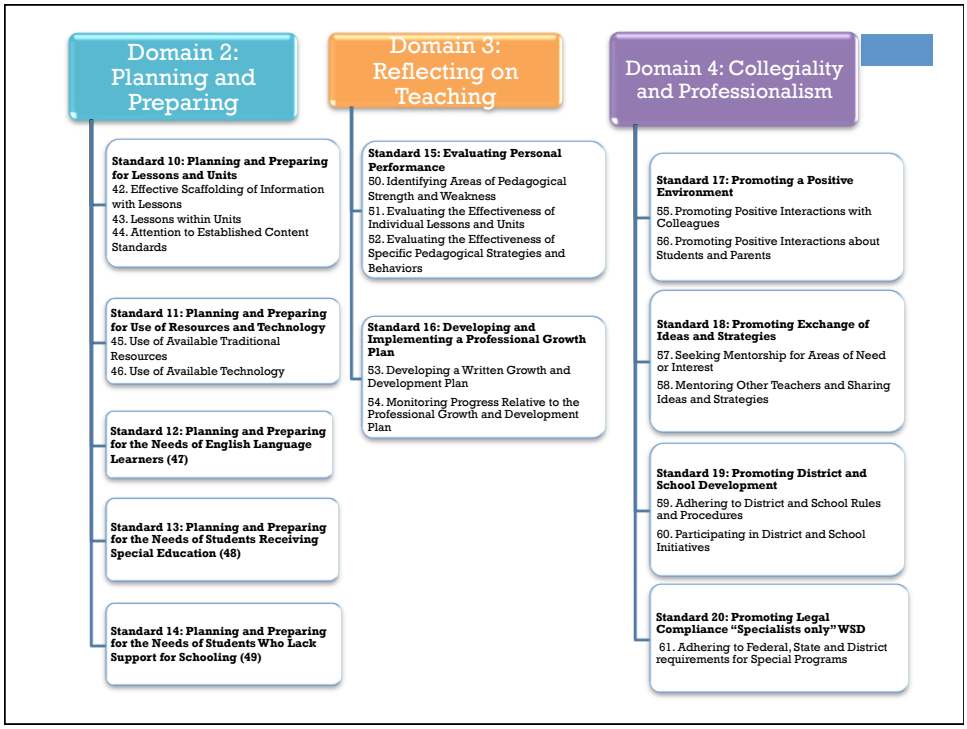
- Collegiality and professionalism

Domain 1: Classroom Strategies and behaviors

- Lesson segment involving routine events
  - Standard 1: Communicating Learning goals, Tracking student progress and celebrating success
  - Standard 1: Communicating Learning goals, Tracking student progress and celebrating success
- Lesson segments addressing content
  - Standard 3: Interacting with new knowledge
  - Standard 4: Practicing and deepening new knowledge
  - Standard 5: Generating and testing hypotheses about new knowledge
- Lesson segments enacted on the spot
  - Standard 6: Engaging students
  - Standard 7: Recognizing and acknowledging adherence and lack of it to classroom rules and procedures
  - Standard 8: : Maintaining effective relationships with students
  - Standard 9: Communicating high expectations for all students


Domain 2: Planning and Preparing
Standard 10: Planning and Preparing for Lessons and Units
Standard 11: Planning and Preparing for Use of Resources and Technology
Standard 12: Planning and Preparing for the Needs of English Language Learners
Standard 13: Planning and Preparing for the Needs of Students Receiving Special Education
Standard 14: Planning and Preparing for the Needs of Students Who Lack Support for Schooling
Domain 3: Reflecting on Teaching
Standard 15: Evaluating Personal Performance
Standard 16: Developing and Implementing a Professional Growth Plan
Domain 4: Collegiality and Professionalism
Standard 17: Promoting a Positive Environment
Standard 18:Promoting Exchange of Ideas and Strategies
Standard 19: Promoting District and School Development
Standard 20: Promoting Legal Compliance "Specialists only" WSD


Domain 1: Classroom Strategies and Behaviors
Lesson segment involving routine events
Standard 1: Communicating Learning goals, Tracking student progress and celebrating success.
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success
Standard2: Establishing and maintaining classroom rules and procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom
Lesson segments addressing content
Standard 3: Interacting with new knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning
Standard 4: Practicing and deepening new knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge
Standard 5: Generating and testing hypotheses about new knowledge
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance
Lesson segments enacted on the spot
Standard 6: Engaging students
24. Noticing when Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information
Standard 7: Recognizing and acknowledging adherence and lack of it to classroom rules and procedures
33. demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures
Standard 8: : Maintaining effective relationships with students
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control
Standard 9: Communicating high expectations for all students
39. Demonstrating Value and Respect for Low Expectancy Student
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students



How will I be evaluated?

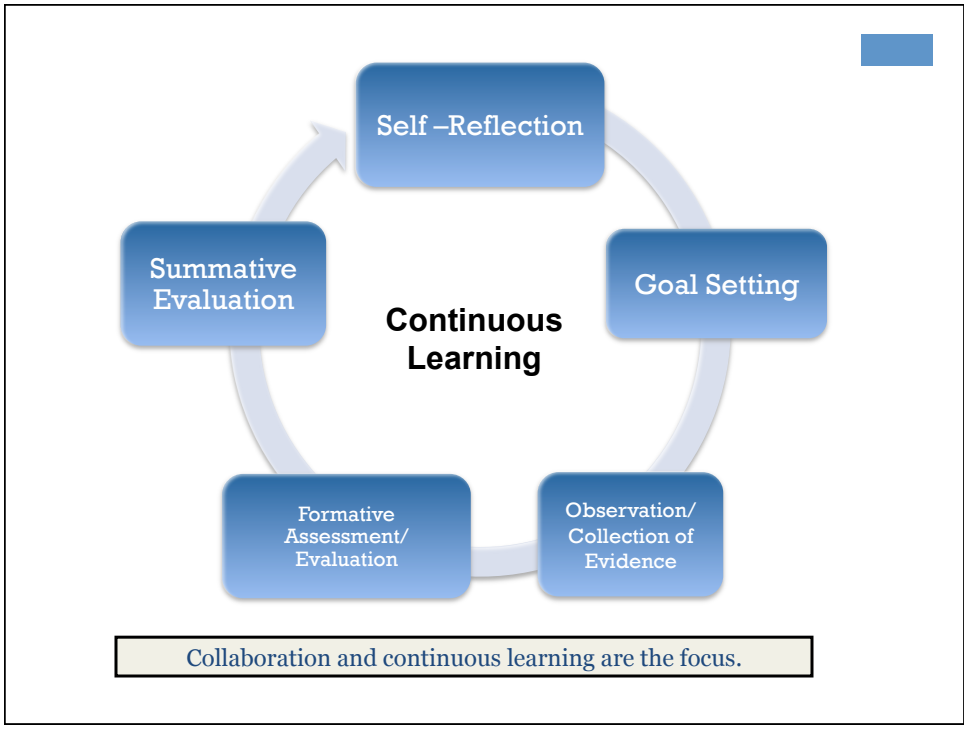
- Teachers will receive a rating in each of the Standards
- Elements listed within each Standard will be considered and factored into an overall rating for each Standard
- Ratings will be based on a body of evidence or "multiple measures" of professional practice and responsibilities gathered by both teachers and administrators
- Summative scores in each of the Standards are then averaged for your final overall rating, which informs your placement on the "Oregon Matrix for Summative Evaluations"

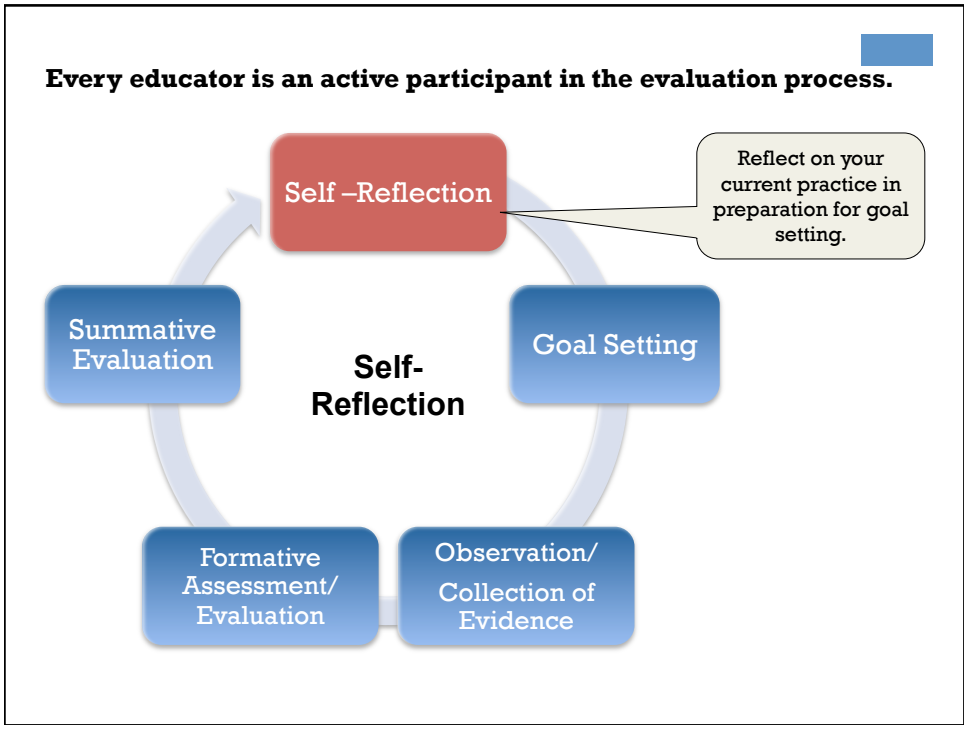
Student Learning Goal-Setting, Progress Report & Summative Review Form

- Open your binders to the updated Appendix A
- Review the Form
- At your table, discuss:
  - What do you notice?
  - Share any changes you observe.
  - What questions do you have?
  - Record your comments to share with the larger group.

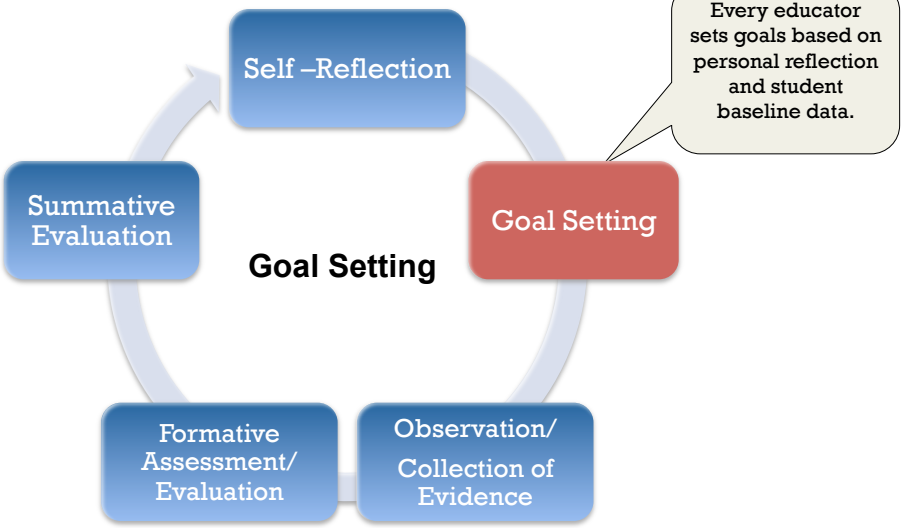
What's Next?

- Timeline & Calendar
- Open handbook to the updated Page 15
  - Review the monthly activities and sequence of events
  - Discuss with your table group
  - Highlight or note any observations.
  - How will this affect you?

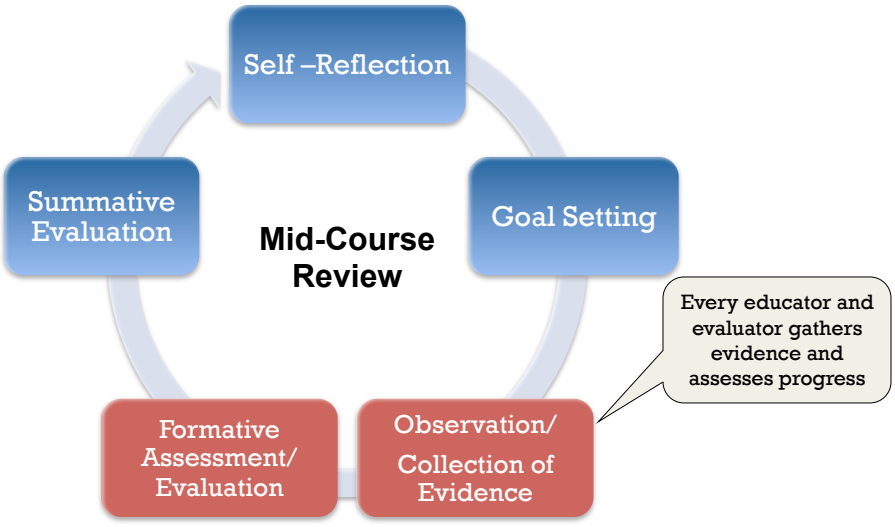

Self –Reflection
Goal Setting
Observation/ Collection of Evidence
Formative Assessment/ Evaluation
Summative Evaluation
Continuous Learning
Collaboration and continuous learning are the focus.


Every educator is an active participant in the evaluation process.
Self –Reflection
Reflect on your current practice in preparation for goal setting.
Goal Setting
Observation/ Collection of Evidence
Formative Assessment/ Evaluation
Summative Evaluation
Self-Reflection

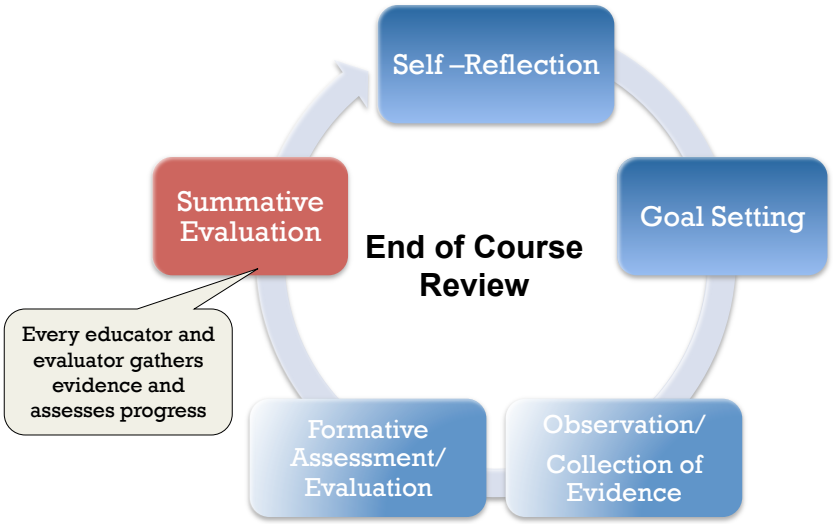
Every educator is an active participant in the evaluation process.



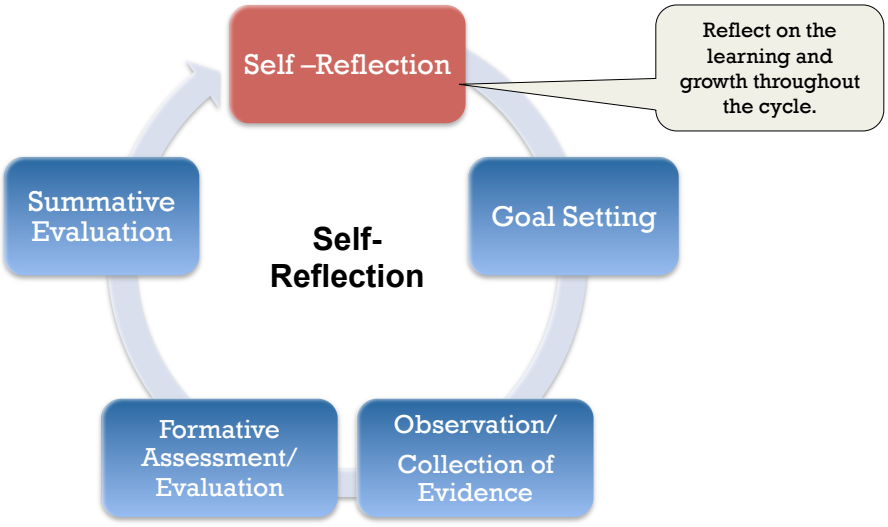
Every educator is an active participant in the evaluation process.



Every educator is an active participant in the evaluation process.



Every educator is an active participant in the evaluation process.



Artifact and Evidence Gathering

- Open your binders to the updated Appendix B
- Review the Cover Page and guidance pages
- At your table, discuss:
  - How might you use this as a resource in collecting evidence?
  - When do you start gathering artifacts or evidence?
  - How might you organize or save these items?

Questions?

Closing Activity

- Share with your table group . . .
  - What have you learned today about our new updates to our evaluation system?
  - What questions do you still have?
- Group share
  - What have we learned?
  - What do we still want to learn?

Exit Slips

- 3-2-1
  - 3 things you have learned
  - 2 questions you have
  - 1 hope for this school year

APPENDIX H:
Updates and Revisions for 2014-15

Woodburn School District Teacher Evaluation Model Map- Domains 1-4

(Based on Marzano's Causal Teacher Evaluation Model Map)

Domain 1: Classroom Strategies and behaviors

Lesson segment involving routine events

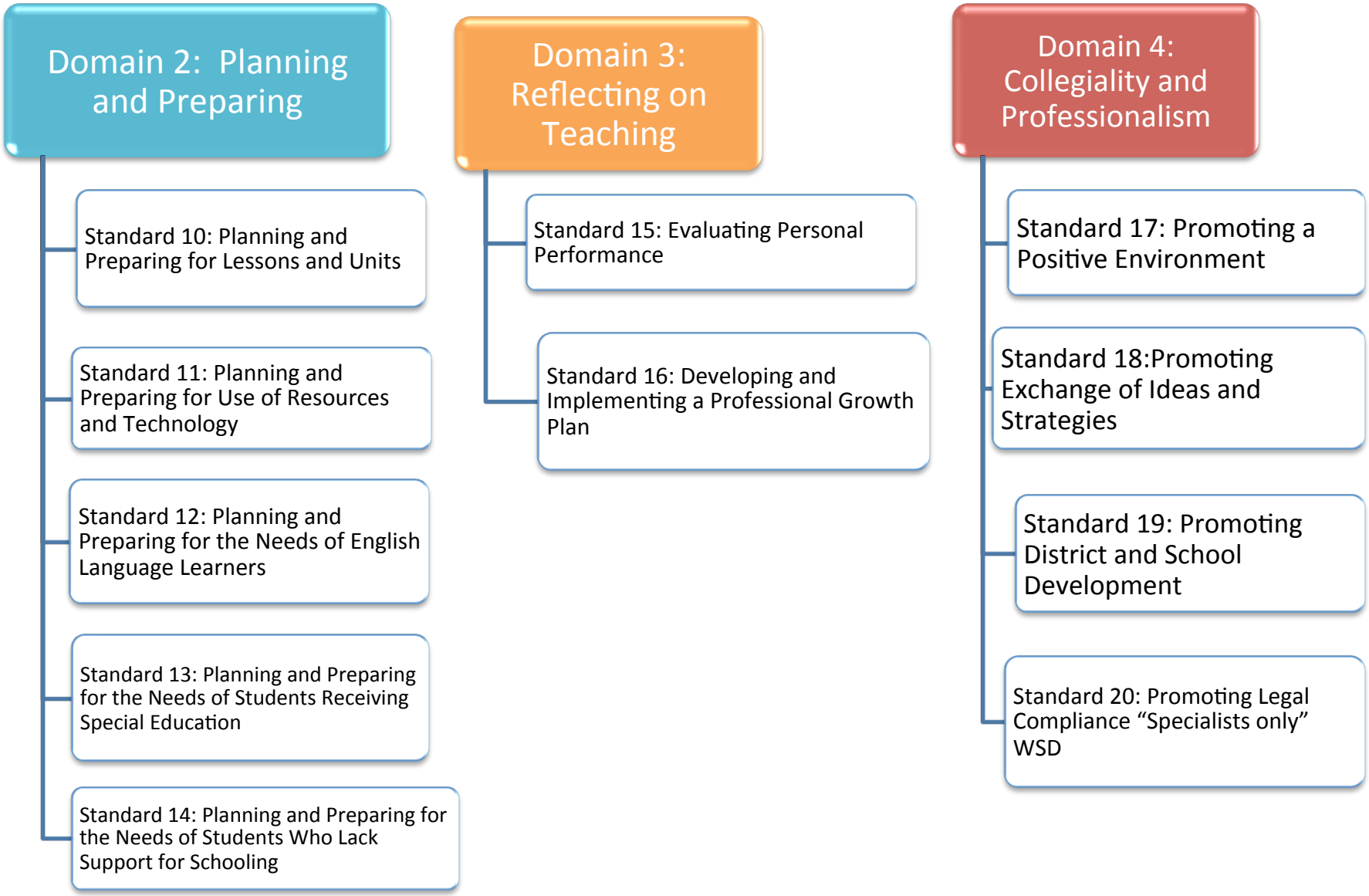
- Standard 1: Communicating Learning goals, Tracking student progress and celebrating success
- Standard 1: Communicating Learning goals, Tracking student progress and celebrating success

Lesson segments addressing content

- Standard 3: Interacting with new knowledge
- Standard 4: Practicing and deepening new knowledge
- Standard 5: Generating and testing hypotheses about new knowledge

Lesson segments enacted on the spot

- Standard 6: Engaging students
- Standard 7: Recognizing and acknowledging adherence and lack of it to classroom rules and procedures
- Standard 8: : Maintaining effective relationships with students
- Standard 9: Communicating high expectations for all students


Domain 2: Planning and Preparing
Standard 10: Planning and Preparing for Lessons and Units
Standard 11: Planning and Preparing for Use of Resources and Technology
Standard 12: Planning and Preparing for the Needs of English Language Learners
Standard 13: Planning and Preparing for the Needs of Students Receiving Special Education
Standard 14: Planning and Preparing for the Needs of Students Who Lack Support for Schooling
Domain 3: Reflecting on Teaching
Standard 15: Evaluating Personal Performance
Standard 16: Developing and Implementing a Professional Growth Plan
Domain 4: Collegiality and Professionalism
Standard 17: Promoting a Positive Environment
Standard 18:Promoting Exchange of Ideas and Strategies
Standard 19: Promoting District and School Development
Standard 20: Promoting Legal Compliance “Specialists only” WSD

Domain 1: Classroom Strategies and Behaviors

Lesson segment involving routine events

Standard 1: Communicating Learning goals, Tracking student progress and celebrating success.

1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

Standard2: Establishing and maintaining classroom rules and procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson segments addressing content

Standard 3: Interacting with new knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

Standard 4: Practicing and deepening new knowledge

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

Standard 5: Generating and testing hypotheses about new knowledge

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson segments enacted on the spot

Standard 6: Engaging students

24. Noticing when Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

Standard 7: Recognizing and acknowledging adherence and lack of it to classroom rules and procedures

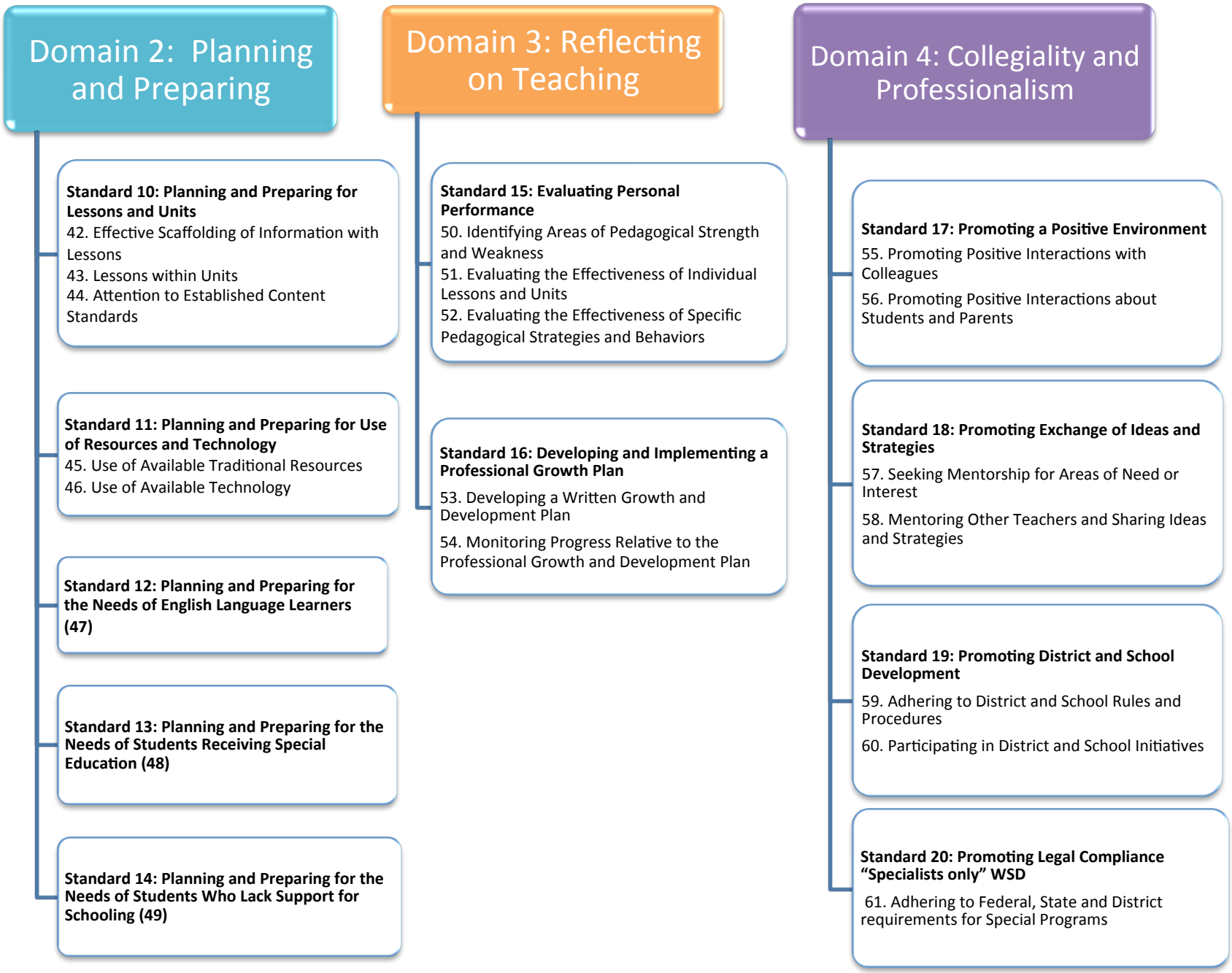
33. demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

Standard 8: : Maintaining effective relationships with students

36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

Standard 9: Communicating high expectations for all students

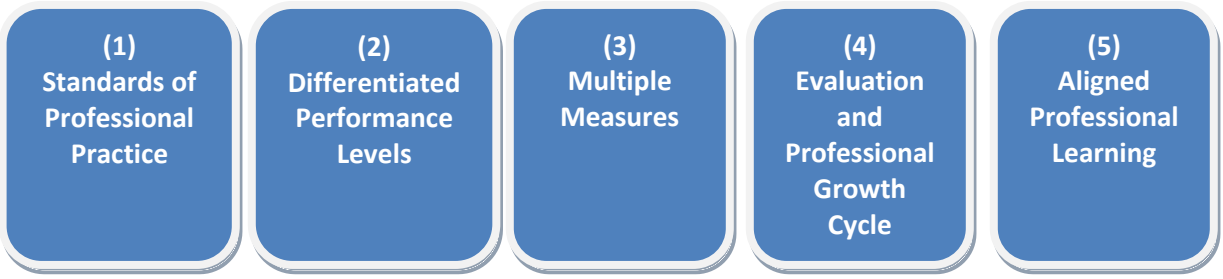
39. Demonstrating Value and Respect for Low Expectancy Student
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students


Domain 2: Planning and Preparing
Standard 10: Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards
Standard 11: Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology
Standard 12: Planning and Preparing for the Needs of English Language Learners (47)
Standard 13: Planning and Preparing for the Needs of Students Receiving Special Education (48)
Standard 14: Planning and Preparing for the Needs of Students Who Lack Support for Schooling (49)
Domain 3: Reflecting on Teaching
Standard 15: Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
Standard 16: Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan
Domain 4: Collegiality and Professionalism
Standard 17: Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents
Standard 18: Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies
Standard 19: Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives
Standard 20: Promoting Legal Compliance "Specialists only" WSD
61. Adhering to Federal, State and District requirements for Special Programs

Oregon's Matrix Model for Educator Summative Evaluations

Oregon's Requirements for Teacher and Administrator Evaluation and Support Systems

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:



These five required elements defined below establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world. Districts' selected rubrics must align to these standards.

2. **Differentiated (4) Performance Levels.** Districts select a rubric to evaluate teacher and administrator performance on the standards of professional practice measured on four performance levels. Each level is defined as follows: Level 1 = does not meet standards; Level 2 = progress toward meeting standards; Level 3 = meets standards; Level 4 = exceeds standards.

3. **Multiple Measures**. Multiple sources of data are used to measure teacher and administrator performance on the Standards of Professional Practice, including evidence from: professional practice, professional responsibilities, and student learning and growth.

4. **Evaluation and Professional Growth Cycle**. Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The **Oregon Matrix Model** is used for the summative evaluation. The matrix model combines measures for professional practice (PP) and professional responsibilities (PR) and student learning and growth (SLG). The Y-axis represents the performance level for PP/PR, and the X-axis represents the performance level for SLG. The educator's Professional Growth Plan and overall summative performance level are determined by the intersection of the Y- and X-axes. Student Learning and Growth accounts for 20% (with inquiry process) of the educator's summative evaluation. The Oregon Matrix Model is described on the following pages.

5. **Aligned Professional Learning**. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

Beginning in the 2014-15 school year, all districts will use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)					
	LEVEL 4 *(Highest)*	**COLLEGIAL PLAN** With focus on SLG Goals ***SLG INQUIRY*** *due to **LOW** level of fidelity between measures* **3**	**FACILITATIVE *or* COLLEGIAL PLAN** With focus on SLG Goals Determined post inquiry ***SLG INQUIRY*** *due to only **SOME** level of fidelity between measures* **3 or 4**	**FACILITATIVE PLAN** Educator leads development of Professional Growth Plan **GOOD** level of fidelity between measures **4**	**FACILITATIVE PLAN** Educator leads development of Professional Growth Plan **HIGHEST** level of fidelity between measures **4**
	LEVEL 3	**COLLEGIAL *or* CONSULTING PLAN** With focus on SLG Goals Determined post inquiry ***SLG INQUIRY*** *due to **SOME** level of fidelity between measures* **2 or 3**	**COLLEGIAL PLAN** With focus on SLG Goals **GOOD** level of fidelity between measures **3**	**COLLEGIAL PLAN** Educator and evaluator collaboratively develop Professional Growth Plan **HIGHEST** level of fidelity between measures **3**	**COLLEGIAL PLAN** Educator and evaluator collaboratively develop Professional Growth Plan **GOOD** level of fidelity between measures **3**
	LEVEL 2	**CONSULTING PLAN** With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan **GOOD** level of fidelity between measures **2**	**CONSULTING PLAN** With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan **HIGHEST** level of fidelity between measures **2**	**CONSULTING PLAN** Evaluator consults with the educator and guides development of Professional Growth Plan **GOOD** level of fidelity between measures **2**	**COLLEGIAL *or* CONSULTING PLAN** Determined post inquiry ***PP/PR INQUIRY*** due to only **SOME** level of fidelity between measures **2 or 3**
	LEVEL 1 *(Lowest)*	**DIRECTED PLAN** With focus on SLG Goals Evaluator determines Professional Growth Plan **HIGHEST** level of fidelity between measures **1**	**DIRECTED PLAN** With focus on SLG Goals Evaluator determines Professional Growth Plan **GOOD** level of fidelity between measures **1**	**CONSULTING *or* DIRECTED PLAN** Determined post inquiry ***PP/PR INQUIRY*** due to only some level of fidelity between measures **1 or 2**	**CONSULTING PLAN** Evaluator consults with the educator and guides development of Professional Growth Plan ***PP/PR INQUIRY*** due to only **LOW** level of fidelity between measures **2**
		LEVEL 1 *(Lowest)*	**LEVEL 2**	**LEVEL 3**	**LEVEL 4** *(Highest)*
		X-AXIS: Rating on Student Learning and Growth			

*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

STATEWIDE COMPONENTS OF THE OREGON MATRIX

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator's evaluation cycle?

I. Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric. The evaluator will already have gauged the educator's performance on each standard/performance indicator on the rubric with four performance levels. For example, in a Danielson rubric, educators will have received a performance level for all 22 components (for Marshall rubrics, 60 components; for LEGENDS 29 components; etc.). The evaluator will then:

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of components in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:

   3.6 - 4.0 = 4 PP/PR
   2.81-3.59 =3 PP/PR
   1.99 – 2.8 = 2 PP/PR*
   < 1.99 = 1 PP/PR

   ***PP/PR Scoring Rule**: If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

II. X-Axis: Student Learning and Growth (SLG)

After the educator's PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (see page 4). All educators will set two SLG goals annually. Educators on a two year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. *Math and ELA teachers (grades 3-8 and 11) and administrators must use Category 1 assessments for one of the two goals.*

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score: • 4 on both goals	You could score: • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal	You could score: • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal	You could score: • 1 on both goals, or • 1 on one goal & 2 on one goal

III. Scoring Student Learning and Growth (SLG) Goals

SLG goals are detailed, measurable goals for student academic growth aligned to standards and developed by educators and their supervisors. They are rigorous, yet attainable goals. SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period. SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on where the students' performance level is at the start of the course/class. The educator sets two annual SLG goals between which all students in a class or course are included.

The following tools are used to score SLG goals to determine the educator' impact on SLG in the summative evaluation.

SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	**Yes**	**No**
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goals vs. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

IV. Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersect with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

Facilitative Growth Plans - The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Collegial Growth Plans - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Consultative Growth Plans - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Directed Growth Plans - The evaluator directs the educator's Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

The local collaborative evaluation design team will ensure that the Professional Growth Plan resulting from the Matrix is included in the design of the professional growth and evaluation system. The Matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

V. Inquiry Processes

Student Learning and Growth Inquiry Process (SLG Inquiry):

In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Professional Practice and Professional Responsibility Inquiry Process (PP/PR Inquiry):

To determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administer) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

VI. Aligned Professional Learning

All educators Professional Growth Plans should include aligned professional learning tailored to meet their individual growth needs.

LOCALLY CUSTOMIZED COMPONENTS OF THE MATRIX

District Labels for Levels 1-4

Levels 1-4 are the four differentiated levels of performance on the district's selected rubric. These levels are defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. If a district's collaborative design team chose labels for these levels, such as Distinguished, Proficient, Basic, and Unsatisfactory, then districts may customize the matrix by adding those labels to the Y- and X-axes.

Other Systemic Differentiated Supports

Best practice would include other systemic differentiations in order to support educators in their professional growth; in other words, depending on what Professional Growth Plan an educator is on, other parts of the evaluation and support systems should differ to accommodate an educator's growth needs.

It is highly recommended that additional supports be provided for educators on Directed and Consulting Professional Growth Plans. Additionally, it is important to differentiate supports for educators who are meeting or exceeding standards. Some local customizations could include, but are not limited to:

- Frequency/duration of check-in meetings with evaluator
- For SLG Goals focused plans, additional training may be necessary on how to set strong SLG goals, how to utilize assessment data, how to progress monitor, etc.
- Number of professional growth goals
- Number of observations (for example, more observations and/or longer observations as the level of plan becomes more supported or directed)
- Number of artifacts for performance level substantiation
- Participation in a mentorship program (as a mentor or mentee) or participation in peer observation structures for formative feedback
- Length of or required number of professional goals could change and adapt based on needs, etc.
- Self-reflection practices (self-assessment, reflection, etc.)
- Frequency/medium of aligned professional learning opportunities (as identified via rubric).

OREGON DEPARTMENT OF EDUCATION

Guidance for Setting Student Learning and Growth (SLG) Goals

A Component of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems

Revised June 2014

ODE submitted the revised SLG guidance as part of the state's final guidelines for educator evaluation and support systems to the U.S. Department of Education (USED) for approval of the ESEA waiver on May 1, 2014. As of this date, these guidelines are currently being reviewed by USED therefore final approval of the contents of this document is pending. It is possible that some contents of the SLG guidance might be modified.

OREGON DEPARTMENT OF EDUCATION
255 Capitol St, NE, Salem, OR 97310
www.ode.state.or.us

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INTRODUCTION

Since the passage of Senate Bill 290 in 2011 and the Elementary and Secondary Education Act (ESEA) Flexibility waiver in 2012, Oregon has begun implementing a new educator evaluation and support system with the primary goal of promoting professional growth and continuous improvement of all educators' practice leading to improved student achievement. The new system clearly defines effective practice and promotes collaboration and shared ownership for professional growth.

Oregon's educator evaluation system requires the use of multiple measures of performance, including evidence of professional practice, professional responsibilities, and impact on student learning and growth. In order to measure teachers' contribution to student academic progress at the classroom level and administrators' contribution at the school or district level, Oregon is using the Student Learning and Growth (SLG) goals process.

PURPOSE OF THE GUIDE

The purpose of this guidebook is to provide assistance to districts as they implement the SLG goals process. This guidance outlines required SLG goal components and processes to ensure consistency and quality across schools and districts. This updated guidebook (April 2014) clarifies the SLG goal process as a result of piloting the SLG goal process in 2013-14 and reflects Oregon's final state guidelines for educator evaluation and support systems submitted to the U.S. Department of Education as a requirement of the ESEA waiver. This document designed to replace the *Guidance for Setting Student Learning and Growth Goals* released in September 2013.

Please note the following revisions and requirements for SLG goals:

(1) Required components for SLG goals (page 5)
(2) Categories of measures for SLG goals (page 13)
(3) Required SLG scoring rubric and quality checklist for all SLG goal (page 15)

STUDENT LEARNING AND GROWTH GOALS OVERVIEW

What are Student Learning and Growth Goals?

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students' are performing at the start of the course/class.

Who Should Set Student Learning and Growth Goals?
All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluation system requirements described in the Oregon Framework (SB290/ESEA waiver). This includes all Teacher Standards and Practices Commission (TSPC) licensed educators. See Appendix A for definitions and exceptions as they relate to SB290.

Why Use Student Learning and Growth Goals?

SLG goals offer a clear connection between instruction, assessment, and student data. Educators employ a range of instructional strategies, skills, and techniques to affect outcomes for student academic learning, critical thinking, and behavior. The SLG goal process measures student learning and growth through various types of assessments (e.g., state tests, interim assessments, projects, or portfolios based on state criteria for quality and comparability). The SLG goal process also helps educators focus on broader priorities within the school, district, or state. For example, SLG goals can specifically include evidence-based practices that reinforce the expectations for all students to be college and career ready.

Advantages of SLG Goals
There are a number of advantages of using SLG goals as a mechanism for monitoring student growth:

- **Reinforce evidence-based instructional practice**. Effective instruction begins with assessing student learning needs. The SLG goal process aligns with good instructional practice in which educators assess student needs, set goals for their students, use formative and summative data to monitor student progress, and modify instruction based on student needs.

- **Focus on student learning.** SLGs are an opportunity for educators to craft clear goals for student learning and document students' progress toward those goals. The SLG goals process allows all educators the opportunity to focus on the specific objectives they believe are important to achieve with their students.

- **Help develop collaborative communities.** Ideally, SLG goals are developed by teams of educators rather than individuals. Educators should, wherever possible, work collaboratively with grade, subject area, or course colleagues to develop SLG goals. The process encourages districts and schools to create official time for collaboration and use existing opportunities, such as professional learning communities and staff meetings for collaboration. Teachers who do not have a team of peers within their building should consider collaborating with similarly-situated teachers in another school or district.

REQUIRED COMPONENTS FOR SLG GOALS

The following components are essential for high quality SLG goals and are required for all educators' goals. See Appendix B for examples and blank templates for teacher and administrator goals.

1. **Content Standards/Skills** - Based on the relevant content and skills students should know or be able to do at the end of the course/class, a clear statement of a specific area of focus is selected. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough).

> **Example**:
> 8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

2. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 13). Assessments must be aligned to state or national standards and meet state criteria.

3. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

> **Example**:
> "There are currently 247 students enrolled in grade 8 at EFG Middle School; 115 students are female and 132 are male. Listed below is the ethnic breakdown of students in the school:
> - Asian—less than 1 percent
> - Native Hawaiian/Pacific—less than 1 percent
> - Black or African American—less than 1 percent
> - Hispanic—11 percent
> - Two or more [ethnicities]—10 percent
> - White – 75 percent

Ten percent of the grade 8 student population is on an IEP and five percent of students have 504 plans. 45 percent of students live in poverty and receive free and/or reduced lunch."

4. **Baseline Data** - Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

Example:
Only 53 % of our grade 4 students met or exceeded the state assessment benchmark in reading for the 2012–13 school year. 35% of our economically disadvantaged students, 32% of our students who have limited English proficiency, and 40% of our students with disabilities met the benchmarks. 30% of students who identify as black, 43% of students who identify as Hispanic, 48%of our students who identify as Native [American], and 50% of our students who identify as multiracial met or exceeded benchmarks.

Additionally, all subgroups performed lowest in the strand area of Locating Information.

5. **Student Learning and Growth Goal (Targets)** - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth.

Example:
100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.

- Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter
- Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.
- Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.

Example that does not meet criteria:
80% of students will earn at least a 3 on a visual arts performance task.
This example does not include all students, does not reference baseline data, and includes the same targets for all students.

6. **Rationale** - Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected

content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

7. **Strategies** - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

> **Example**: This example is from an administrator SLG goal focused on mathematics in grades 6-8.
>
> *"I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student. Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."*

8. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

> **Example:**
> *"I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year. The Skillful Teacher is one training that will help me with this goal. The chapter in the Skillful Teacher text on assessment will be helpful in creating valid and measureable formative assessments, such as exit tickets, think-alouds, and making sure students understand the learning target every day by posting it on the board during each class period."*

Goal Setting Conferences

Educators and their supervisors/evaluators must work collaboratively in setting SLG goals. They periodically review available data/evidence toward goal attainment and make necessary adjustments (e.g. professional learning needs, resources, strategies). Conferences must occur at least three times during the school year:

1. Beginning of the year (course/class) when SLG goals are prepared, reviewed, and approved;
2. Mid-point to check for progress and/or make adjustments in strategies; and

3. End-point of the course/class to analyze results.

Professional Growth Goals

As part of the district's evaluation and professional growth cycle, all educators are required to set professional growth goals. Professional goals are based on the standards of professional practice described in the district's rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

COLLABORATIVE SLG GOAL SETTING PROCESS

Setting SLG goals is a collaborative process in which educators and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The educator and evaluator work together to ensure quality goals through a discussion of the rigor and rationale of each goal, standards addressed, appropriate evidence-based strategies, and quality of assessments and evidence.

Goals originate with the educator after an analysis of their students' data. The collaborative process includes guiding questions to inform revisions, such as:

- How was the baseline data used to inform the growth goal?
- How are growth targets appropriate for the student population? If applicable, are targets differentiated based on students' baseline data?
- Are the expectations for growth rigorous yet realistic?
- How will this goal address student needs?
- How will goal attainment help the student succeed in this class/course or future class/course?

Educators are encouraged to collaborate with other educators to establish SLG goals (e.g. grade level, departments, curricular or administrative teams). Collaborative goal setting for teachers could take various forms:

- A team of teachers responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each teacher only accountable for their individual intact group of students.
- A team of teachers who share students between classrooms (e.g., RTI, Walk to Read), write a team-level goal where teachers are accountable for all students.
- An individual teacher accountable for an intact group of students writes a classroom or course-level goal in collaboration with their evaluator.

Districts are encouraged to provide opportunities for educators to collaborate and share information across schools or districts. For example, teachers who do not have a team of peers within their school or district may benefit from collaborating with similarly-situated teachers in another school or district.

Steps for Setting Student Learning and Growth Goals

STEP 1: Determine Needs

To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student

work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data.

Conduct a self-reflection. To set truly meaningful goals that enhance practice and support professional growth, educators engage in self-reflection as part of the process in determining student needs. This step is often left out of cycles of improvement because "there just isn't enough time;" however, the omission of this step often leaves goals without any relevant connection to an educator's day-to-day practice. The self-reflection includes time for an educator to look at student level data, reviewing student work from the previous year, reviewing past units of study, as well as information concerning their practice offered by their evaluator

The self-reflection process:

- Establishes a continuous improvement plan for every educator
- Promotes professional growth and continuous learning
- Keeps student learning at the core of all instructional, leadership, and professional practice decisions
- Builds consistency across the school and district

To be targeted and effective, self-reflection includes:

- Analysis of evidence of SLG under the educator's responsibility
- Assessment of practice against performance standards
- Proposed goals to pursue to improve practice and SLG

STEP 2: Create Specific Learning and Growth Goals

In this step the educator sets specific learning goals based on their self-reflection and students' baseline data. The SMART goal process is used in the development of SLG goals (SMART = Specific; Measureable; Appropriate; Realistic; and Time-bound). See SMART graphic on page 12.

Determine the students and time period. The educator sets two annual SLG goals between which all students in a classroom or course are included. A course is considered a content and/or grade-specific class (or a school for administrators). The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).

For most secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course or class. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra I courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach. This would also be true for other TSPC licensed personnel such as PE teachers, reading teachers, special education teachers, etc.

For most elementary teachers goals must cover all the students in their class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.

Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus.

Determine the specific standards and content addressed by the SLG goal. Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.

Set student learning growth goal (targets). Write a brief yet specific growth goal (target) for students that aligns to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.

Identify assessments. Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s). See page 13 for guidance on assessments for SLG goals.

STEP 3: Create and Implement Teaching and Learning Strategies
Teachers identify specific instructional strategies that are appropriate for the learning content and students' skill level, and continually examine and adjust those strategies based on data about student progress and student needs.

STEP 4: Monitor Student Progress through Ongoing Formative Assessment
Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.

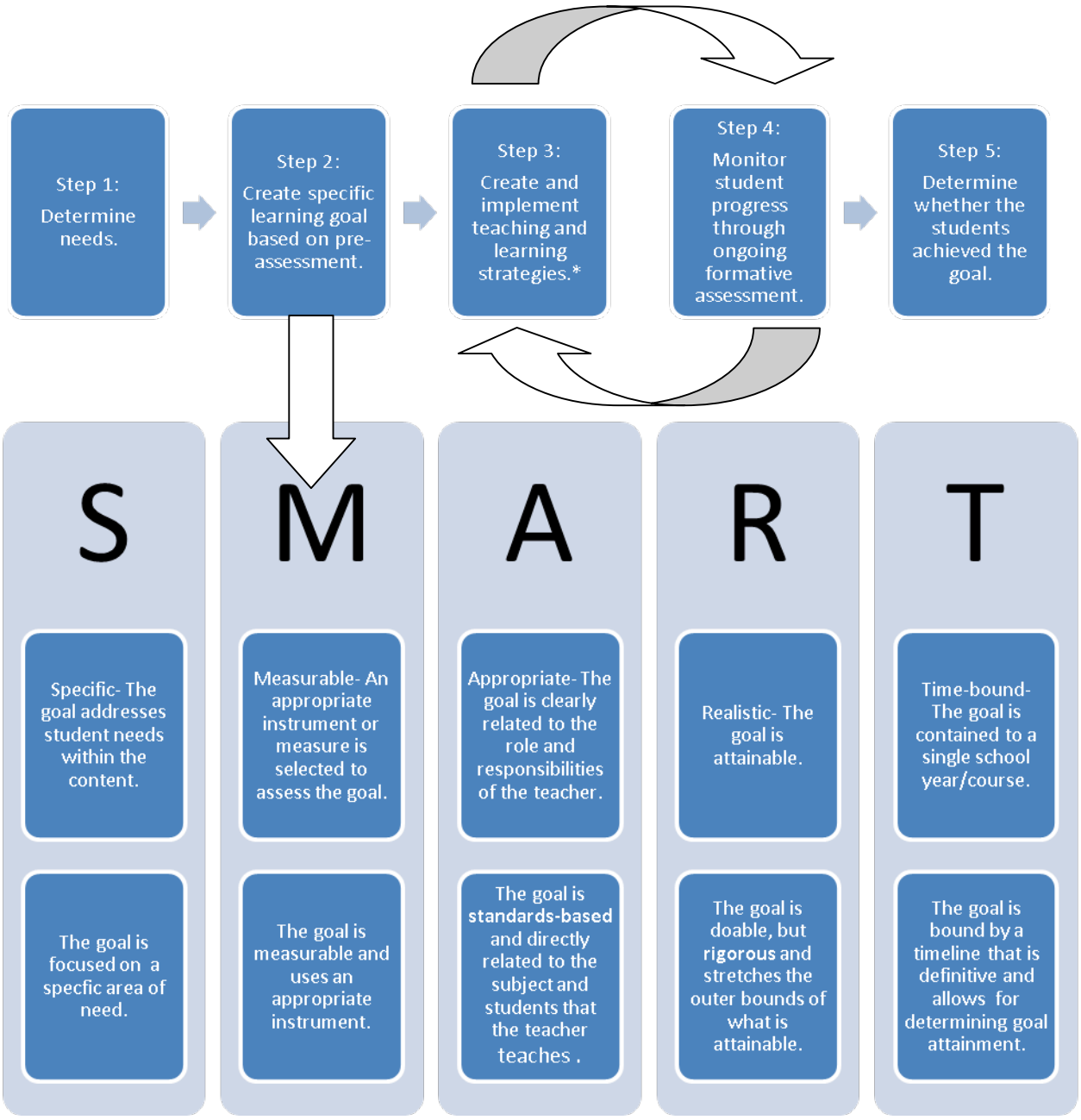
The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.

STEP 5: Determine Whether Students Achieved the Goal
At the end of the course or school year, educators meet with their evaluators for a final review of the educator s' progress on the SLG goals. They will examine the end-of-year data, reflect on

student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator's continued professional growth.

The following diagram illustrates the process for developing SMART goals.

Step-By-Step SMART Goal Process



*In step 3, administrators would include leadership strategies that reflect their school or district responsibilities.

SELECTING ASSESSMENTS FOR SLG GOALS

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. There are two categories of measures for SLG goals outlined in Table 1. Category 1 is the Oregon state assessment for ELA and Math. Category 2 measures include both commercially developed and locally developed assessments.

All assessments must be aligned to state or national standards and meet criteria to ensure quality. ODE will provide guidelines and criteria for selecting or developing valid and reliable assessments by June 1, 2014. Valid assessments measure what they are designed to measure. Reliable assessments are those that produce accurate and consistent results. ODE will also provide a list of commercially developed assessments that meet this criteria by June 1st.

Each district will determine if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

Table 1. Categories of Measures for SLG Goals

Category	Types of Measures	Guidance

1	• Oregon's state assessments
	  ○ SMARTER Balanced (formerly OAKS)
	  ○ Extended Assessments[1]
		• Same assessment and administration guidelines are used statewide

2	• Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria[2]

[1]Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments
[2]ODE will provide state criteria by June 1, 2014

Teachers in Tested Grades and Subjects

As a requirement of the ESEA Waiver, teachers who teach in tested grades and subjects (ELA and Math, grades 3-8 and 11) must use a Category 1 state assessment for one of their SLG goals and measures from Category 2 or 1 for their second goal.

Teachers in Non-Tested Grades and Subjects
Teachers in non-tested grades and subjects may use measures from Category 2 for both of their goals. They may also use Category 1 measures as an option.

Administrators
Administrators must use Category 1 state assessments for one SLG goal and may use measures from Category 2 or 1 for their second goal. Data is aggregated at the school or district level.

SCORING STUDENT LEARNING AND GROWTH GOALS

This section addresses the step toward the end of the SLG goal setting process, when all student progress data are in and before the final evaluation conference. Educators score their SLG goals and review and finalize the score with their supervisor/evaluator. Evaluators are responsible for determining the final score.

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of educators' summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** and **Oregon SLG Scoring Rubric** to score SLG goals.

SLG Goal Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	**Yes**	**No**
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a "growth" goals v. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Goal Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and administrator. This rubric applies to both teacher and administrator evaluations.

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator's impact on student learning and growth in the summative evaluation.

APPENDIX A

WHO IS REQUIRED TO SET STUDENT LEARNING AND GROWTH GOALS?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluations system requirements described in the Oregon Framework (SB290/ESEA waiver). The following definitions apply to Senate Bill 290:

Teacher: Any individual holding a Teacher Standards and Practices Commission (TSPC) teaching license or registration (ORS 342.125 & 342.144) or who is otherwise authorized to teach in the public schools of this state and who is employed as an instructor at .5 FTE and at least 135 consecutive days of the school year (as per ORS 342.840).

Instructor: Includes those individuals who meet the definition used in ORS 342.121 "Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035(15), to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041-343.065 and 343.221." Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(19). [1]

Administrator: Any individual holding a TSPC Administrator license includes any licensed educator (ORS 342.125 & 342.144), the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district.

Superintendents who also serve as principals are evaluated by their local school board and are not required to be evaluated under SB290 requirements.

TSPC licensed personnel including special education teachers, counselors, speech language pathologists * and library/media and technology specialists are required to set SLG goals. These educators may use measures of learning specific to academic subjects as well as to social, emotional, behavioral, or skill development. For example, a school-wide writing assessment may be used for a library/media specialist SLG goal.

Teachers who only provide instruction in English Language Proficiency for English Learners (often called ELD teachers) are not considered teachers in "tested grades and subjects" because they are not providing instruction in the content areas of ELA and math, but rather the language skills necessary to access those content areas. Consequently, they would not be required to set a goal using a Category 1 measure (state assessments) Sheltered instruction

[1] For additional definitions of related services and special education see ORS 343.035(15)(a) and ORS 343.035(18) .)

teachers who provide both instruction in ELA or math content and language proficiency would be required to set a goal using Category 1.

Exceptions

Staff members in those positions that are licensed by an agency other than TSPC (e.g. school psychologists, social workers, occupational therapists, physical therapists) are not obligated to be evaluated under the requirements of SB290 and therefore need not set SLG goals. However, it is recommended that they participate in the evaluation system and include measures of their impact on students related to their job responsibilities.

Teachers who do not instruct students directly, such as Teachers on Special Assignment (TOSAs), instructional coaches, or mentor teachers, are not required to set SLG goals. However, it is recommended that their evaluation include measures of their impact on school-wide and district-wide goals for student achievement.

APPENDIX B

EXAMPLE OF TEACHER SLG GOAL: Science, 8th Grade

Grade Level: ☐ Elementary ☒ Middle School ☐ High School
Goal Type: ☐ Individual Goal ☒ Team Goal

Goal-Setting Conference

Content Standard(s)/Skills *(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education])*	8.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct a scientific investigation that uses appropriate tools, techniques, independent and dependent variables, and controls to collect relevant data. 8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results. 8.3S.3 Explain how scientific explanations and theories evolve as new information becomes available.
Assessments	x Category 1 state Science assessment x Category 2 district science assessment
Context/Students *(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time*	• 143 8th grade students 68 boys/75 girls • 14 TAG students • 19 IEP students • 28% of students live in poverty • Science class is 45 minutes long
Baseline Data *(Summary of student strengths and weaknesses based on data analysis)*	• Students need guided practice and repeated opportunities to perform inquiry tasks with emphasis on analysis. • Inquiry activities will be used as sources of evidence The fall 2013 district-wide pretest assessment scores were evaluated to yield the following results in the area of analyzing and interpreting results:

Score	1	2	3	4	5
Total: 143 Students	13	49	58	16	7

Student Growth Goal (Targets) *(Goals must address **growth** for **all** students, not proficiency)*	For the 2013-14 school year, 100% of students will make measurable progress as assessed using the state scoring guide for Scientific Inquiry. Each student will improve by at least one performance level in all dimensions (forming a question or hypothesis, designing and investigation, collecting and presenting data and analyzing and interpreting results). Students in levels 4 and 5 will reach level 3 or above on the 9th grade district Science assessment.
Rationale *(Describe how the focus of the goal was determined)*	The science team has determined that for MS to continue to grow in science, emphasis must be placed on inquiry. For students scoring at a 1 or 2, they must show significant progress if they are to meet College and Career Readiness targets.
Strategies *(Include strategies used by the educator to support meeting the needs for student growth)*	• Repeated practice with various data/information to analyze and evaluate. • Posting of essential questions • Peer tutoring • Familiarize students with state scoring guide and break it down into student friendly language • Students practice in self-assessment using the scoring guide

Professional Learning and Support *(Identify areas of additional learning and support needed by the educator to meet SLG)*	• Classroom time to implement activities • Classroom budget for supplies to perform authentic inquiry tasks

EXAMPLE OF TEACHER SLG GOAL: Math, 1st Grade

Grade Level: ☒ Elementary ☐ Middle School ☐ High School
Goal Type: ☒ Individual Goal ☐ Team Goal

Content Standard(s)/Skills Addressed *(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education])*	Common Core State Standards for Mathematics 1.OA 6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.
Assessments	Category 1 _____ X Category 2 District developed math assessment.
Context/Students *(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)*	My first Grade class has 28 students. 2 students are English Language Learners, 13 are male and 15 female, and 10 students receive Free and Reduced Lunch. Our mathematics block occurs for 60 minutes right after lunch.
Baseline Data *(Summary of student strengths and weaknesses based on data analysis)*	End of the year 2012-2013 data showed that 80% of the kindergarten students scored at least 80% on the End-of- year kindergarten assessment. However, analysis of data for specific sections of that test showed that only 60% of students showed mastery of the fact fluency through 5. Students during the first grade are expected to have fluency through all the facts to ten. Fluency and automaticity are important skills as students move forward. . 1. Analyze Pretest of fact fluency to 5. 2. Use the first grade EOY test given at the beginning of the year as a pretest. 3. Use the second grade EOY test given at the beginning of the year as a pretest for Above Grade Level first grade students.
Student Growth Goal (Targets)	100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the basic fact assessments for quarters 1, 2, 3, and 4 and End-of-Year Assessment. Above grade level students will demonstrate proficiency on basic facts through 20. • All students who demonstrated mastery of 0-30% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 50% on the End-of-the-Year Assessment. • All students who demonstrated mastery of 31-45% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 65% on the End-of-the-Year Assessment. • All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the End-of-the-Year Assessment. • All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the End-of-the-Year Assessment. • All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the End-of-the-Year Assessment. • All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the End-of-the-Year Assessment. *Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.

Rationale *(Describe how the focus of the goal was determined)*	This area was selected as it was 20% lower in overall performance on the district assessment. As a team, it was decided that fluency must increase at earlier grades for students to master math skills at the upper grades. The tiers for specific performance levels are made to facilitate interventions and focus to bring students performing at lower levels on track with their peers by the end of 3rd grade.
Strategies *(Include strategies used by the educator to support meeting the needs for student growth)*	• Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in their students. • Focus on decomposition of number and mental math strategies. • Refer to Teaching Addition and Subtraction Fact strategies to ensure students have strategies to find the basic facts prior to building fluency. • Focus team data conversations on sharing data and analyzing student progress on classroom-based lessons to develop fact fluency. • Differentiate instruction based on use of formative assessments throughout the year. • Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs.
Professional Learning and Support *(Identify areas of additional learning and support needed by the educator to meet SLG)*	• Teaching partner, educational assistants • Professional development on developing common formative assessments

EXAMPLE OF ADMINISTRATOR SLG GOAL: Elementary

Grade Level: ☒ Elementary ☐ Middle School ☐ High School

Goal-Setting Conference

Content Standards/Skills	The following Grade 3 Common Core State Standards for Mathematics will be included in this SLG: 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
Assessments	X Category 1 State Smarter Balanced Assessment X Category 2 District developed math assessment.
Context/Students *(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)*	3rd Grade: 105 students Gender: 48 males, 57 Females 23% EL 42% Free/Reduced Lunch 15% IEPs 21% 504s 42% Hispanic, 50% White/Non-Hispanic 8% other Math instruction occurs for 30 minutes after reading before lunch, and 45 minutes after lunch

<table>
<tr><td>Baseline Data
(Summary of student strengths and weaknesses based on data analysis)</td><td>Pre-assessments: Students demonstrated the following levels of performance on the district-developed pre-assessments:
a. Second Grade: In relation to the above standards, students were 35% proficient on average, with a range of 20% to 53%.
2. Historical Performance Trends: In reviewing historic performance on the assessments, our students have historically scored an average of 79% proficient on the Kindergarten summative assessment, 70% on the Grade 1 summative assessment, and 75% on the Grade 2 summative assessment.</td></tr>
<tr><td>Student Growth Goal (Targets)</td><td>By May 2015, all 3rd grade students at ABC Elementary School will demonstrate growth according to their starting levels on the pre-assessment using the following differentiated tiers outline in the table below. The final assessment will be the Smarter Balanced summative math assessment:
<table><tr><td>Pre-Assessment</td><td>Target</td></tr><tr><td>20%-29%</td><td>75%-79%</td></tr><tr><td>30%-39%</td><td>80%-84%</td></tr><tr><td>40%-49%</td><td>85%-89%</td></tr><tr><td>50%-53%</td><td>90%-100%</td></tr></table></td></tr>
<tr><td>Rationale
(Describe how the focus of the goal was determined)</td><td>The learning content standards and focus areas are derived from the required Common Core standards for math, and they are the foundation needed for successful transition to subsequent grades. While all Common Core standards for math are the basis of this principal SLG, our data results have helped us determine a few key areas for cross-curricular focus in mathematics: Place Value and Operational Understanding, and Problem Solving. These key areas are essential for success in subsequent math courses where the basic skills must be used but where a general sense of the meaning of numbers and application to real world situations is essential. We have included real-world, multi-step problems.</td></tr>
<tr><td>Strategies
(Include strategies used by the educator to support meeting the needs for student growth)</td><td>1. In-service for all 3rd Grade teachers in Place Value, Operational Understanding, and Problem Solving with an added focus on embedding these processes within the curriculum.
2. Follow up opportunities throughout the year during PLC time for teachers to collaborate and focus on targets. Additional supports to be provided as determined by teacher need through classroom observation and data review.</td></tr>
<tr><td>Professional Learning and Support
(Identify areas of additional learning and support needed by the educator to meet SLG)</td><td>Support and training is needed on classroom observation strategies focused on highlighting teacher strengths and weaknesses in the above areas. Support could include observations conducted with a colleague determined to have a skill set in these areas</td></tr>
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