

# School District of Bradford County

## Instructional Personnel Evaluation System



Updated [Month Day, Year]

### Purpose

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

### Instructions

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

Before submitting, ensure the document is titled and paginated.

### Submission

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

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

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### Part I: Evaluation System Overview

Florida Statute 1012.34 provides that “for the purpose of increasing student academic performance by improving the quality of instructional services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional personnel employed by the school district.”

The Bradford County School District has developed an instructional improvement program that targets increases student learning growth by improving the quality of its instructional personnel, including:

- Improvement of the pedagogical skills of instructional personnel;
- The use of effective, standards-driven instruction through a rigorous system of interim assessment tied to strands, standards, and benchmarks;
- Increases in student academic performance based on the results of summative assessments and other measures of student learning growth.

The following categories and weights for measuring the effectiveness of our teachers:

- Instructional Practice – 33.3%
- Student Growth – 33.3%
- Professional Responsibilities – 33.3%

For the Instructional Practice portion of the evaluation, the district uses the Marzano Focused Teacher Evaluation Model for all teachers. It is described as Marzano Focused Teacher Evaluation Model. Teachers will be placed in one of two categories according to experience in order to determine the number and timeframe of the observations. They will be scored on 23 elements:

- Standards based planning
- Standards based instruction
- Conditions for learning
- Professional Responsibilities

For the Student Growth portion of the evaluation, teachers who receive a VAM score will use that (3 year aggregated score) and NON-VAM teachers will use student data from district EOY’s, iReady, and STAR data, each measurement must include at least 3 years of data if it is available. Student performance measures and assessments will be outlined in Appendix D.

The Professional Responsibilities portion of the evaluation is included in the growth plan through the Marzano program. Teachers are given 5 focus elements from the district. Scores are given from observations in the classroom. Teachers scores are calculated by using a previous score, self-assessment, and the growth from those two scores. These scores are calculated in the instructional practices and professional responsibilities section on the evaluation.

## Part II: Evaluation System Requirements

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

### System Framework

- X The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- X The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.
- X The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

### Training

- X The district provides training programs and has processes that ensure
  - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
  - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

### Data Inclusion and Reporting

- X The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- X The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- X The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

### Evaluation Procedures

- X The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- X The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- X The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

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- X The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- X The district has procedures for how evaluation results will be used to inform the
- Planning of professional development; and
  - Development of school and district improvement plans.
- X The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

### Notifications

- X The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- X The district school superintendent shall annually notify the Department of Education of any instructional personnel who
- Receive two consecutive unsatisfactory evaluation ratings; or
  - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

- X The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
- Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
  - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
  - Evaluators provide necessary and timely feedback to employees being evaluated;
  - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
  - Use of evaluation data to identify individual professional development; and,

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- Use of evaluation data to inform school and district improvement plans.

## Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	During preplanning	Faculty meetings with district coming in to inform. Webinars are on the evaluation system. Paper and digital copies given to all employees.
Newly Hired Classroom Teachers	During preplanning	Faculty meetings with district coming in to inform. Webinars are on the evaluation system. Paper and digital copies given to all employees.
Late Hires	Within 10 days of hire	Faculty meetings with district coming in to inform. Webinars are on the evaluation system. Paper and digital copies given to all employees.

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

Teachers are classified as a category 1 or category 2 teachers.

- Category 1 teachers- 0-3 years of service in our district.
- Category 2 teachers- 4- + years of service

Teachers who are newly hired to the district, regardless of previous teaching experience are placed as a category 1 teacher. Once they have completed one whole year with the district, depending on years of experience, will either stay as a category 1 teacher or move to a category 2 teacher.

**Teachers new to the district** will be placed in category I for the first year. If rehired, the teacher will then be placed in category II if appropriate. All teachers new to the district will be required to participate in New Teacher Orientation, which will include Teacher Appraisal Training.

For **first year teachers**, the frequency of observations as reflected in Observation Minimums Table below. This provides an opportunity for ongoing feedback and support that informs



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opportunities for professional growth and provides a means of gathering sufficient evidence to determine the effectiveness of new teachers as they transition from pre-service programs into their professional teaching experience. These observations provide multiple opportunities for teacher reflection as well as professional growth through the planning, observation and reflection conference process. Since it would not be feasible to observe for all 9 design questions in any one lesson, observers will work with teachers to establish a clear focus for each observation.

All formal observations of first year teachers will include a review of data appropriate to the Design Question focus for that observation. This may include but is not limited to:

- Curriculum-based measures;
- Grade distributions;
- Mastery checklists;
- Student work samples; and
- Discipline data.

Feedback for first year teachers new to the profession will include pre and post observations conferences for all formal observations as well as other written feedback, mentor feedback, and two complete evaluations.

Below you will find the category breakdown of teachers and the amount of required observations. You will also see a chart breaking explaining the different observation types.

### Observation Minimums

Category	Description	Formal 30 + minutes	Informal 15- 30 minutes	Walkthrough 5-15 minutes
Category 1A 0-1 year experience or 1st year to district	New to the district or year one of teaching	2	2	2
Category 1B 2-3 year experience	Effective in previous year	1	2	3
Category 1C 2-3 year experience	Highly Effective in previous year	1	2	2
Category 1D 2-3 year experience	Developing, needs improvement, struggling in previous year	2	3	3
Category 2A 4+ years experience, not 1st year in district	Effective/Highly effective in previous year	0	2	2
Category 2B 4+ years experience, not 1st year in district	Developing/Needs improvement, struggling in previous year	1	3	3

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	Announced	Unannounced
Walk- throughs		5-15 minutes, results count for annual evaluation, electronic feedback
Informals	15-30 minutes, teacher is given notice of observation, results count for annual evaluation, electronic feedback	15-30 minutes, the teacher has no notice, results count for annual evaluation, electronic feedback
Formals	30- + minutes, pre and post conference, results count for annual evaluation, electronic feedback	

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	minimum of 4 see chart below	Observations may begin the first day with students. 2 informals and 2 walkthroughs, all completed by April.	Within 10 days of the observation. Can be given in written or oral
Hired after the beginning of the school year	minimum of 4 see chart below	Observations may begin the first day with students. 2 informals and 2 walkthroughs, all completed by April.	Within 10 days of the observation. Can be given in written or oral
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	minimum of 6 see chart below	Observations may begin the first day with students. 2 formals (one in 1st semester, and one in second by end of March), 2 informals and 2 walkthroughs, all completed by April.	Within 10 days of the observation. Can be given in written or oral
Hired after the beginning of the school year	minimum of 6 see chart below	Observations may begin the first day with students. 2 formals (one in 1st semester, and one in second by end of March), 2 informals and 2 walkthroughs, all completed by April.	Within 10 days of the observation. Can be given in written or oral

- Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in

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the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluation Occur	When Evaluation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	1	Informals and walkthroughs between first day of school and April. Growth plans created in August, and reviewed and scored through April. Student data compiled in September from the previous year. This data is VAM, Iready, STAR, or district EOY.	Informal and walkthrough data is accessible to teachers on iobservation within 10 days of observation. Growth plan element scores are available on iobservation as they are being scores. Student data compiled and final summative evaluation score shared in September.
Hired after the beginning of the school year	1	Informals and walkthroughs between first day of school and April. Growth plans created in August, and reviewed and scored through April. Student data compiled in September from the previous year. This data is VAM, Iready, STAR, or district EOY.	Informal and walkthrough data is accessible to teachers on iobservation within 10 days of observation. Growth plan element scores are available on iobservation as they are being scores. Student data compiled and final summative evaluation score shared in September.
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	2	Formal observations are September- December and January-April. Informals and walkthroughs between first day of school and April. STAR math/reading, iReady, and district exams are reviewed in December as part of mid year evaluation data. Growth plans created in August, and reviewed and	Formal observations are shared within 10 days on iobservation. Each formal has a pre and post conference where the data is shared one on one with the teacher. Informal and walkthrough data is accessible to teachers on iobservation within 10 days of observation. Growth plan element scores are available on iobservation

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		scored through April. Student data compiled in September from the previous year. This data is VAM, Iready, STAR, or district EOY.	as they are being scores. Student data compiled and final summative evaluation score shared in September.
Hired after the beginning of the school year	2	<p>Formal observations are September- December and January-April.</p> <p>Informals and walkthroughs between first day of school and April.</p> <p>STAR math/reading, iReady, and district exams are reviewed in December as part of mid year evaluation data.</p> <p>Growth plans created in August, and reviewed and scored through April.</p> <p>Student data compiled in September from the previous year. This data is VAM, Iready, STAR, or district EOY.</p>	<p>Formal observations are shared within 10 days on iobservation. Each formal has a pre and post conference where the data is shared one on one with the teacher.</p> <p>Informal and walkthrough data is accessible to teachers on iobservation within 10 days of observation.</p> <p>Growth plan element scores are available on iobservation as they are being scores.</p> <p>Student data compiled and final summative evaluation score shared in September.</p>

## Part IV: Evaluation Criteria

### A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Bradford County, instructional practice accounts for 33.3% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Administrators conduct observations on all teachers and document their performance on iobservation. This is an electronic instrument. The observations will score each teacher on all 23 elements. Scoring is as follows:

- Innovating- 4
- Applying- 3
- Developing- 2
- Beginning- 1

Not Using- 0

IObservation automatically tabulates the scores from observations throughout the year. Teachers will receive the highest score from each of the 23 elements at the end of the year, and those 23 scores average together for the final instructional practice score. The final score will range from 0 to 4. This score will count towards  $\frac{1}{3}$  of the final summative evaluation. Classroom and non-classroom instructional personnel are evaluated with the same instruments.

<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Developing</b> <b>2</b>	<b>Ineffective</b> <b>1</b>
<b>3.5 - 4.0</b>	<b>2.5 - 3.49</b>	<b>1.50 - 2.49</b>	<b>0 - 1.49</b>

**B. Other Indicators of Performance**

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Bradford County, other indicators of performance account for 33.3% of additional performance indicators, if applicable.
2. Description of additional performance indicators, if applicable.

For the Professional Responsibilities component, the district selects 5 elements from Marzano that teachers will be evaluated on specially for deliberate practice/growth plan. These elements are chosen based on school and district student data from the previous year. Teachers are given in school training on these elements, as well as PD trainings throughout the year.

Teachers go in iobservation in August and create their growth plans. They are shown the 5 required elements from the district. They are then to self-assess their level of the element. Then with the previous years score, if they have one, and the self-assessment, the system assigns them a target score. The target score is what the teachers are working to achieve during the observations throughout the school year.

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

- 4- If the teacher reaches the target score
- 3- If the teacher maintains previous years score
- 2- If the teacher scores below the target level
- 1- If the teacher scores 2 or more below the target level

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0- If the teacher was never scored on the element

### C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Bradford County, performance of students accounts for 33.3% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Student growth data will come from the scores of students assigned to teachers. Students must be present in Survey 2 and 3 to be counted toward the teacher's achievement. The growth measure will count for 33.3% of the teacher's overall evaluation score. The weighting will be reflective on the percentage of students in each course in relationship to the total number of students assigned to the teacher. The chart on the next page shows the instruments that will measure student gains, proficiency and their corresponding weights. All teachers will be evaluated on learning gains and/or proficiency. Each measurement must include at least 3 years of data if it is available.

In accordance with Board Policy 6.81 each instructional employee shall use local assessments for courses without a state assessment. Local assessments are assessments selected or developed by the district to measure student mastery of courses content for each course where mastery is not assessed by statewide, standardized assessments. These assessments will be used to determine student growth when compared to mid-term student course grades as part of a Student Learning Objective (SLO).

All secondary teachers teaching courses without a local assessment will develop a comprehensive post-test (final exam). A peer group, including a least one administrator, will review and approve each CPT based on alignment to the standards in the course descriptions and adequate rigor and complexity. All CPTs will include at least one complex essay question that will be graded using a rubric. It will be administered and graded by a peer. Each CPT will be weighted according to the matrix. 60% or greater must be achieved on the final in order to count as proficient and 40% on SAT-10. In addition, state End of Course Exams (EOCs) results will also be used when applicable, as indicated on the matrix. The learning gains for all secondary teachers will be measured by Florida Standards Assessment (FSA) gains, where applicable.

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Elementary teachers will be evaluated on student gains as seen on the local assessments and proficiency and/or gains as seen on a Nationally Normed Assessment (NNA) or the FSA, as indicated on the matrix.

The evaluations of instructional personnel who are not classroom teachers will include student learning growth from statewide assessments for students assigned to the instructional personnel.

Grade	Subject	Data 19-20
K-1st	Math	District EOY, one each semester
k-2nd	ELA	K - 3 STAR Early Literacy / STAR Target Scale Score Growth
2-3	Math	Iready typical growth point target
3rd	Math/ELA	50% FSA proficiency (defined as level 3 and higher) + 50% STAR/IReady Growth
4th	Math/ELA	teacher VAM
5th	ELA	teacher VAM
5th	Math/Science	75% VAM for math + 25% proficiency on NGSSS ((defined as level 3 and higher)
6th-10th	ELA	teacher VAM
6th-8th	Math	teacher VAM
Algebra 1	Math	teacher VAM
Geometry	Math	proficiency on Geometry EOC (defined as level 3 and higher)
6th-7th	Social Studies	EOY test proficiency
6th-7th	Science	EOY test proficiency
8th	Science	proficiency on NGSSS (defined as level 3 and higher)
Biology	Science	proficiency on Biology EOC (defined as level 3 and higher)
Civics	SS	proficiency on Civics EOC (defined as level 3 and higher)
US History	SS	proficiency on US History EOC (defined as level 3 and higher)
11th-12th	ELA	STAR Target Scale Score Growth
11th-12th	Intensive Reading	STAR Target Scale Score Growth
AP Courses	all subjects	AP Proficiency or 50/50 split if there is an EOC, then make EOC proficiency (defined as level 3 and higher) 50%.



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9-12	non vam math	EOY test proficiency
9-12	non VAM/Scie nce/ Social Studies	EOY test proficiency
Electives	all subjects	EOY test proficiency
NFTC	CTE	Industry Certification class: certification (posttest at 70%) passed Non-Industry Certification: EOY test proficiency
Drop Out	Alt Ed	school ELA or Math VAM for grades 6-12

**\*\*\* Scores are combined for any teacher with multiple subjects/PREPS**

BRT, CRT, Occ Spec, PT, Speech, Instructional Coaches= School wide data of subjects assigned

ESE Inclusion/Title 1/SES BIC/Drop Out/8.5= Data of students assigned

ESE self-contained Grades 3 -11 on Access Standards - FAA data of students assigned for 3 - 11

ESE self-contained Grades PreK - 2 on Access Standards - Unique Learning System and Brigrance  
Guidance= school wide data

Media Specialist= School wide ELA data

Athletic Director= BHS school wide data

**\*\*\*Data= VAM + EOY + STAR (use what applies to the specific school)\*\*\***

**Marzano Conversion Scale for Percentage of Students meeting K-3 Math EOY, STAR  
Scale Score Target Growth, and/or Percent Proficient from EOC's / EOY's.**

**\*\*\*51% is the target for proficiency for the EOY's\*\*\***

Unsatisfactory 1.0 - 1.44	Developing / Needs Improvement 1.5-2.44	Effective 2.5-3.44	Highly Effective 3.5-4.0
Percentage of students reaching growth target is 0-30	Percentage of students reaching growth target is 31-50	Percentage of students reaching growth target is 51-79	Percentage of students reaching growth target is 80+
0-20= 1.0 21-30= 1.44	31= 1.5 32= 1.5 33=1.6 34= 1.6 35= 1.7 36= 1.7 37= 1.8 38= 1.8 39= 1.9 40= 1.9 41= 2.0 42=2.0	51= 2.5 52= 2.5 53=2.6 54=2.6 55= 2.6 56=2.7 57= 2.7 58= 2.7 59=2.8 60=2.8 61=2.8 62= 2.9	80= 3.5 81=3.5 82=3.5 83=3.6 84=3.6 85= 3.6 86= 3.7 87= 3.7 88= 3.7 89= 3.8 90= 3.8 91= 3.8

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	43=2.1 44= 2.1 45= 2.2 46= 2.2 47= 2.3 48= 2.3 49= 2.4 50=2.4	63= 2.9 64= 2.9 65= 3.0 66= 3.0 67=3.0 68=3.1 69=3.1 70=3.1 71=3.2 72= 3.2 73=3.2 74=3.3 75=3.3 76=3.3 77=3.4 78=3.4 79=3.4	92= 3.9 93= 3.9 94= 3.9 95-100= 4.0
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### D. Summative Rating Calculation

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

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

Bradford County's appraisal system will use four categories of performance for instructional personnel summative ratings:

- Highly effective
- Effective
- Developing
- Ineffective

This summative rating will be reached by combining the results of the Student Growth score, the Instructional Practice score, and the Professional Responsibilities score as follows: The

- Instructional Practice score will be calculated as described in section A. The final score will equal a score on a 0 to 4 scale and will count as 33.3% of the Summative Rating.
- The Professional Responsibilities Score will be calculated as described in Section B. The final score will equal a score on a 0 to 4 scale and will count 33.3% of the Summative Rating.

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- ❑ The Student Growth score will be calculated as described in section C and Appendix D. The final score will equal a score on a 0 to 4 scale and will count as 33.3% of the Summative Rating.
- ❑ The Instructional Practice score, the Professional Responsibilities score, and the Student Growth scores will be combined to determine the final Summative Teacher Evaluation Score and Rating. Each score will comprise one-third of the Summative Evaluation. Adding the scores and dividing by 3 will give a final Teacher Evaluation Score that will then correspond to the following scale ranges:

<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Developing</b> <b>2</b>	<b>Ineffective</b> <b>1</b>
<b>3.5 - 4.0</b>	<b>2.5 - 3.49</b>	<b>1.50 - 2.49</b>	<b>0 - 1.49</b>

After all the data is collected and calculated, iObservation generates a final summative score. Principals give the final score with the breakdown for each category to the teacher for review and signatures. Teachers have until October 1 to review and amend their summative score. This process shall be completed in time for submission of Survey 5.

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

	Instructional Practices (calculation described in section A)	Other Indicator (calculation described in section B)	Student Performance (calculation described in section C and Appendix D)	Summative Final Score
2nd grade ELA teacher	1	2	1	1.3/ Unsatisfactory
2nd grade ELA teacher	3.5	4	3	3.5/ Highly Effective
9th grade ELA teacher	1	2	1	1.3/ Unsatisfactory
9th grade ELA teacher	3.5	4	3	3.5/ Highly Effective

Final Summative Score	Category
Highly Effective	3.50 – 4.00
Effective	2.50 – 3.49
Needs Improvement/Developing	1.50 – 2.49
Unsatisfactory	1.00 – 1.49



## Appendix A – Evaluation Framework Crosswalk

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

<b>Alignment to the Florida Educator Accomplished Practices</b>	
<b>Practice</b>	<b>Evaluation Indicators</b>
<b>1. Instructional Design and Lesson Planning</b>	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Marzano Element 1
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Marzano Element 1-3
c. Designs instruction for students to achieve mastery;	Marzano Element 3
d. Selects appropriate formative assessments to monitor learning;	Marzano Element 14
e. Uses diagnostic student data to plan lessons; and,	Marzano Element 3
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Marzano Element 2
<b>2. The Learning Environment</b>	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Marzano Element 16-20
b. Manages individual and class behaviors through a well-planned management system;	Marzano Element 17
c. Conveys high expectations to all students;	Marzano Element 20
d. Respects students' cultural linguistic and family background;	Marzano Element 19
e. Models clear, acceptable oral and written communication skills;	Marzano Element 17
f. Maintains a climate of openness, inquiry, fairness and support;	Marzano Element 19
g. Integrates current information and communication technologies;	Marzano Element 14-20
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Marzano Element 16 & 19
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Marzano Element 20
<b>3. Instructional Delivery and Facilitation</b>	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	Marzano Element 18
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Marzano Element 5-13
c. Identify gaps in students' subject matter knowledge;	Marzano Element 3 & 20

## Instructional Evaluation System

d. Modify instruction to respond to preconceptions or misconceptions;	Marzano Element 10-12
e. Relate and integrate the subject matter with other disciplines and life experiences;	Marzano Element 10
f. Employ higher-order questioning techniques;	Marzano Element 7
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Marzano Element 5-13
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Marzano Element 9
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Marzano Element 15
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Marzano Element 15
<b>4. Assessment</b>	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Marzano Element 4 & 14
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Marzano Element 14
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Marzano Element 14
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Marzano Element 6-13
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Marzano Element 20
f. Applies technology to organize and integrate assessment information.	Marzano Element 14
<b>5. Continuous Professional Improvement</b>	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Marzano Element 22
b. Examines and uses data-informed research to improve instruction and student achievement;	Marzano Element 22
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Marzano Element 3
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Marzano Element 20
e. Engages in targeted professional growth opportunities and reflective practices; and,	Marzano Element 21-23
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Marzano Element 21-23
<b>6. Professional Responsibility and Ethical Conduct</b>	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Marzano Element 21

## Appendix B – Observation Instruments for Classroom Teachers

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

<b>Planning Standards-Based Lessons/Units</b>
<b>Focus Statement:</b> Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
<b>Desired Effect:</b> Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.
<b>Planning Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans exhibit a focus on the essential standards</li> <li><input type="checkbox"/> Plans include a scale that builds a progression of knowledge from simple to complex</li> <li><input type="checkbox"/> Plans identify learning targets aligned to the rigor of required standards</li> <li><input type="checkbox"/> Plans identify specific instructional strategies appropriate for the learning target</li> <li><input type="checkbox"/> Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways</li> <li><input type="checkbox"/> Lessons are planned with teachable chunks of content</li> <li><input type="checkbox"/> When appropriate, lessons/units are integrated with other content areas</li> <li><input type="checkbox"/> When appropriate, learning targets and unit plans include district scope and sequence</li> <li><input type="checkbox"/> Plans illustrate how equity is addressed in the classroom</li> <li><input type="checkbox"/> When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom</li> <li><input type="checkbox"/> When appropriate, plans illustrate how EL strategies are addressed in the classroom</li> <li><input type="checkbox"/> When appropriate, plans integrate cultural competencies and/or standards</li> </ul>
<b>Example Implementation Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans align to grade level standard(s) with targets and use a performance scale</li> <li><input type="checkbox"/> Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level</li> <li><input type="checkbox"/> Planned and completed student assignments/work require practice with complex text and its academic language</li> <li><input type="checkbox"/> Planned and completed student assignments/work demonstrate development of applicable mathematical practices</li> <li><input type="checkbox"/> Planned and completed student assignments/work demonstrate grounding in real-world application</li> <li><input type="checkbox"/> Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit</li> <li><input type="checkbox"/> Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit</li> <li><input type="checkbox"/> Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit</li> <li><input type="checkbox"/> Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures</li> <li><input type="checkbox"/> Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)</li> </ul>

<b>Not Using (0)</b>	<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Applying (3)</b>	<b>Innovating (4)</b>
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning <i>and</i> provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

## Instructional Evaluation System

### Aligning Resources to Standard(s)

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

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

#### Planning Evidence

- Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- Plans integrate a variety of text types (structures)
- Plans incorporate nonfiction text
- Plans identify Standards for Mathematical Practice to be applied
- Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)
- When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan

#### Example Implementation Evidence

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

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



## Instructional Evaluation System

<b>Planning to Close the Achievement Gap Using Data</b>
<p><b>Focus Statement:</b> Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.</p>
<p><b>Desired Effect:</b> Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.</p>
<p><b>Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans include a process for helping students track their individual progress on learning targets</li> <li><input type="checkbox"/> Plans specify accommodations and/or adaptations for individual EL or groups of students</li> <li><input type="checkbox"/> Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)</li> <li><input type="checkbox"/> Plans specify accommodations and/or adaptations for students who appear to have little support for schooling</li> <li><input type="checkbox"/> Plans cite the data and rationale used to identify and incorporate accommodations</li> <li><input type="checkbox"/> Plans include potential instructional adjustments that could be made based on student evidence/data</li> <li><input type="checkbox"/> Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)</li> <li><input type="checkbox"/> Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)</li> <li><input type="checkbox"/> Productive changes are made to lesson plans in response to formative assessment (monitoring)</li> <li><input type="checkbox"/> A coherent record-keeping system is developed and maintained on student learning</li> </ul>
<p><b>Example Implementation Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets</li> <li><input type="checkbox"/> Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets</li> <li><input type="checkbox"/> Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling</li> <li><input type="checkbox"/> Planned student assignments/work show students track their individual progress on learning targets</li> <li><input type="checkbox"/> Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed</li> <li><input type="checkbox"/> Information about student progress is regularly sent home</li> <li><input type="checkbox"/> Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)</li> </ul>

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

## Instructional Evaluation System

### Identifying Critical Content from the Standards (Required evidence in every lesson)

**Focus Statement:** Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

**Desired Effect:** Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

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

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

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

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

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)

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

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Reteach or use a new teacher technique</li> <li><input type="checkbox"/> Reorganize groups</li> <li><input type="checkbox"/> Utilize peer resources</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Modify the task</li> <li><input type="checkbox"/> Provide additional resources</li> </ul> |
|--|---|

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson.  The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

# Instructional Evaluation System

<b>Previewing New Content</b>
<b>Focus Statement:</b> Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.
<b>Desired Effect:</b> Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.
<b>Example Teacher Instructional Techniques</b> (Check any technique used in the lesson) <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)</li> <li><input type="checkbox"/> Use preview questions before instruction or a teacher-directed activity</li> <li><input type="checkbox"/> Use K-W-L strategy or variation</li> <li><input type="checkbox"/> Provide advanced organizer (e.g. outline, graphic organizer)</li> <li><input type="checkbox"/> Facilitate a student brainstorm</li> <li><input type="checkbox"/> Use anticipation guide or other pre-assessment activity</li> <li><input type="checkbox"/> Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)</li> <li><input type="checkbox"/> Use digital resources and/or other media to help students make linkages to new content</li> <li><input type="checkbox"/> Use cultural resources to facilitate students making a link from what they know to the new content</li> <li><input type="checkbox"/> Facilitate identification of previously seen mathematical patterns or structures</li> </ul>
<b>Example Teacher Techniques for Monitoring for Learning</b> (Check any category used in the lesson) <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use a Group Activity</b> to monitor that students can make a link from prior learning to the new content</li> <li><input type="checkbox"/> <b>Use Student Work</b> (Recording and Representing) to monitor that students can make a link from prior learning to the new content</li> <li><input type="checkbox"/> <b>Use Response Methods</b> to monitor that students can make a link from prior learning to the new content</li> <li><input type="checkbox"/> <b>Use Questioning Sequences</b> to monitor that students can make a link from prior learning to the new content</li> </ul>
<b>Example Student Evidence of Desired Effect</b> (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.) <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify basic relationship between prior content and new content</li> <li><input type="checkbox"/> Explain linkages with prior knowledge in individual or group work</li> <li><input type="checkbox"/> Make predictions about new content</li> <li><input type="checkbox"/> Summarize the purpose for new content</li> <li><input type="checkbox"/> Explain how prior standards or learning targets link to the new content</li> <li><input type="checkbox"/> Explain linkages between mathematical patterns and structure from previous grades/lessons and current content</li> </ul>
<b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</b> <ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Reteach or use a new teacher technique</li> <li style="width: 50%;"><input type="checkbox"/> Modify the task</li> <li style="width: 50%;"><input type="checkbox"/> Reorganize groups</li> <li style="width: 50%;"><input type="checkbox"/> Provide additional resources</li> <li style="width: 50%;"><input type="checkbox"/> Utilize peer resources</li> </ul>

<b>Not Using (0)</b>	<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Applying (3)</b>	<b>Innovating (4)</b>
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content.  The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

## Instructional Evaluation System

<b>Helping Students Process New Content</b>				
<b>Focus Statement:</b> Teacher systematically engages student groups in processing and generating conclusions about new content.				
<b>Desired Effect:</b> Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.				
<b>Example Teacher Instructional Techniques</b> (Check any technique used in the lesson)				
<input type="checkbox"/> Break content into appropriate chunks <input type="checkbox"/> Employ formal group processing strategies <ul style="list-style-type: none"> <li>• Jigsaw</li> <li>• Reciprocal teaching</li> <li>• Concept attainment</li> </ul> <input type="checkbox"/> Use informal strategies to engage group members in active processing <ul style="list-style-type: none"> <li>• Predictions</li> <li>• Associations</li> <li>• Paraphrasing</li> <li>• Verbal summarizing</li> <li>• Questioning</li> </ul> <input type="checkbox"/> Facilitate group members in summarizing and/or generating conclusions <input type="checkbox"/> Facilitate recording and representing new knowledge <input type="checkbox"/> Facilitate the conceptual understanding of critical concepts <input type="checkbox"/> Facilitate quantitative and qualitative reasoning of key mathematical concepts <input type="checkbox"/> Stop at strategic points to appropriately chunk content based on student evidence and feedback				
<b>Example Teacher Techniques for Monitoring for Learning</b> (Check any category used in the lesson)				
<input type="checkbox"/> <b>Use a Group Activity</b> to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> <b>Use Student Work</b> (Recording and Representing) to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> <b>Use Response Methods</b> to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> <b>Use Questioning Sequences</b> to monitor that students can summarize and generate conclusions about the content				
<b>Example Student Evidence of Desired Effect</b> (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)				
<input type="checkbox"/> Discuss and answer questions about the new content in groups <input type="checkbox"/> Generate conclusions about the new content in group or written work <input type="checkbox"/> Actively discuss the new content in groups <input type="checkbox"/> Summarize or paraphrase the just learned content <input type="checkbox"/> Record and represent new knowledge <input type="checkbox"/> Make predictions about what they expect to learn next <input type="checkbox"/> Summarize or draw conclusions from complex text and its academic language <input type="checkbox"/> Use repeated reasoning and abstract, quantitative, or qualitative reasoning				
<b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</b>				
<input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <span style="float: right;"> <input type="checkbox"/> Modify task to appropriate chunk of content  <input type="checkbox"/> Provide additional resources           </span>				

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content.  The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

## Instructional Evaluation System

### Using Questions to Help Students Elaborate on Content

**Focus Statement:** Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

**Desired Effect:** Evidence (formative data) demonstrates students accurately elaborate on content.

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

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

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

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

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique.)

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

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

- Rephrase questions/scaffold questions
- Modify task
- Provide additional resources

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

# Instructional Evaluation System

<b>Reviewing Content</b>
<b>Focus Statement:</b> Teacher engages students in brief review of content that highlights the cumulative nature of the content.
<b>Desired Effect:</b> Evidence (formative data) demonstrates students know the previously taught critical content.
<b>Example Teacher Instructional Techniques</b> (Check any technique used in the lesson)
<input type="checkbox"/> Begin lesson with a brief review of previously taught content <input type="checkbox"/> Use a scaffolding process to systematically show the cumulative nature of the content <input type="checkbox"/> Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another <ul style="list-style-type: none"> <li>• Brief summary</li> <li>• Problem that must be solved using previous information</li> <li>• Questions that require a review of content</li> <li>• Demonstration</li> <li>• Brief practice test or exercise</li> <li>• Warm-up activity</li> </ul> <input type="checkbox"/> Ask students to demonstrate increased fluency and/or accuracy of previously taught processes
<b>Example Teacher Techniques for Monitoring for Learning</b> (Check any category used in the lesson)
<input type="checkbox"/> <b>Use a Group Activity</b> to monitor that students know the previously taught critical content <input type="checkbox"/> <b>Use Student Work</b> (Recording and Representing) to monitor that students know the previously taught critical content <input type="checkbox"/> <b>Use Response Methods</b> to monitor that students know the previously taught critical content <input type="checkbox"/> <b>Use Questioning Sequences</b> to monitor that students know the previously taught critical content
<b>Example Student Evidence of Desired Effect</b> (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique.)
<input type="checkbox"/> Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another <input type="checkbox"/> Summarize the cumulative nature of the content <input type="checkbox"/> Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities) <input type="checkbox"/> Explain previously taught concepts <input type="checkbox"/> Demonstrate increased fluency and/or accuracy of previously taught processes
<b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</b>
<input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <span style="float: right;"> <input type="checkbox"/> Modify task  <input type="checkbox"/> Provide additional resources           </span>

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

## Instructional Evaluation System

### Helping Students Practice Skills, Strategies, and Processes

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

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

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

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

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

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

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique.)

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

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Reteach or use a new teacher technique</li> <li><input type="checkbox"/> Reorganize groups</li> <li><input type="checkbox"/> Utilize peer resources</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Modify task</li> <li><input type="checkbox"/> Provide additional resources</li> </ul> |
|--|---|

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

# Instructional Evaluation System

## Helping Students Examine Similarities and Differences

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

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

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

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

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

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

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)

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

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Reteach or use a new teacher technique</li> <li><input type="checkbox"/> Reorganize groups</li> <li><input type="checkbox"/> Utilize peer resources</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Modify task</li> <li><input type="checkbox"/> Provide additional resources</li> </ul> |
|--|---|

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



# Instructional Evaluation System

## Helping Students Examine Their Reasoning

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

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

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

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

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

- Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique.)

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.  The desired effect is displayed in the majority of student evidence at the taxonomy level of the	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

# Instructional Evaluation System

<b>Helping Students Revise Knowledge</b>
<b>Focus Statement:</b> Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.
<b>Desired Effect:</b> Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.
<b>Example Teacher Instructional Techniques</b> (Check any technique used in the lesson)
<input type="checkbox"/> Ask students to state or record how hard they tried <input type="checkbox"/> Ask students to state or record what they might have done to enhance their learning <input type="checkbox"/> Utilize reflection activities to cultivate a growth mindset <input type="checkbox"/> Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content <input type="checkbox"/> Prompt students to summarize and defend how their understanding has changed <input type="checkbox"/> Guide students to identify alternative ways to execute procedures <input type="checkbox"/> Guide students to use repeated reasoning and make generalizations about patterns seen in the content <input type="checkbox"/> Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences <input type="checkbox"/> Guide students in a reflection process
<b>Example Teacher Techniques for Monitoring for Learning</b> (Check any category used in the lesson)
<input type="checkbox"/> <b>Use a Group Activity</b> to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> <b>Use Student Work</b> (Recording and Representing) to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> <b>Use Response Methods</b> to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> <b>Use Questioning Sequences</b> to monitor that students deepen understanding by revising their knowledge
<b>Example Student Evidence of Desired Effect</b> (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)
<input type="checkbox"/> Explain what they are clear about and what they are confused about <input type="checkbox"/> Explain what they could have done to enhance their learning <input type="checkbox"/> Actions and reflections display a growth mindset <input type="checkbox"/> Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers) <input type="checkbox"/> Groups make corrections and/or additions to information previously recorded about content <input type="checkbox"/> Explain previous errors or misconceptions about content <input type="checkbox"/> Revisions demonstrate alternative ways to execute procedures <input type="checkbox"/> Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content <input type="checkbox"/> Reflections show clarification in thinking or processing
<b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</b>
<input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources

<b>Not Using (0)</b>	<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Applying (3)</b>	<b>Innovating (4)</b>
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.  The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

## Instructional Evaluation System

### Helping Students Engage in Cognitively Complex Tasks

**Focus Statement:** Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

**Desired Effect:** Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

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

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

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

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

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique.)

- Explain the proposition, theory, or hypothesis they are testing
- Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- Justify the process used to support the proposition, theory, or hypothesis
- Precisely explain perseverance with the task with reasoning and conclusions
- Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support the proposition, theory, or hypothesis
  - Navigate digital and traditional resources
  - Identify how multiple ideas are related

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

- |   |   |
|---|---|
| <input type="checkbox"/> Utilize different coaching/facilitation techniques | <input type="checkbox"/> Modify task                  |
| <input type="checkbox"/> Reorganize groups                                  | <input type="checkbox"/> Provide additional resources |
| <input type="checkbox"/> Utilize peer resources                             |   |

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

## Instructional Evaluation System

### Using Formative Assessment to Track Progress

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

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

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

- Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- Ask students to explain their progress toward the learning target
- Ask students to provide evidence of their progress toward the learning target
- Facilitate individual conferences regarding use of data to track progress
- Use formative measures to chart individual and/or class progress towards learning targets using a performance scale
- Use formative assessment that reflects awareness of cultural differences represented in the classroom

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

- Systematically update their status on the learning targets using a chart, graph, or data notebook
- Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- Demonstrate autonomy in providing evidence of progress on learning targets
- Responses to formative assessment may involve cultural content

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

- Utilize peer resources
- Modify task
- Provide additional resources

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

# Instructional Evaluation System

## Providing Feedback and Celebrating Progress

**Focus Statement:** Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

**Desired Effect:** Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

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

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

**Example Student Evidence of Desired Effect** (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)

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

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

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

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

# Instructional Evaluation System

<b>Organizing Students to Interact with Content</b>				
<b>Focus Statement:</b> Teacher organizes students into appropriate groups to facilitate the learning of content.				
<b>Desired Effect:</b> Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.				
<b>Example Teacher Instructional Techniques</b> (Check any technique used in the lesson)				
<input type="checkbox"/> Establish routines for student grouping and interaction for the expressed purpose of processing content <input type="checkbox"/> Provide guidance regarding group interactions and critiquing the reasoning of others <input type="checkbox"/> Provide guidance on one or more cognitive skills appropriate for the lesson <input type="checkbox"/> Utilize assignments or tasks at the appropriate taxonomy level of content <input type="checkbox"/> Provide guidance on one or more conative skills <ul style="list-style-type: none"> <li>• Becoming aware of the power of interpretations</li> <li>• Avoiding negative thinking</li> <li>• Taking various perspectives</li> <li>• Interacting responsibly</li> <li>• Handling controversy and conflict resolution</li> </ul> <input type="checkbox"/> Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity) <input type="checkbox"/> Use various group processes and activities to reflect the taxonomy level of the learning targets				
<b>Example Student Evidence of Desired Effect</b> (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)				
<input type="checkbox"/> Work within groups with an organized purpose <input type="checkbox"/> Exhibit awareness of the power of interpretations <input type="checkbox"/> Avoid negative thinking <input type="checkbox"/> Take various perspectives <input type="checkbox"/> Interact responsibly and respectfully critique the reasoning of others <input type="checkbox"/> Appear to know how to handle controversy and conflict resolution <input type="checkbox"/> Actively ask and answer questions about the content (i.e. assignments or tasks) <input type="checkbox"/> Add their perspectives to discussions <input type="checkbox"/> Generate clarifying questions about the content <input type="checkbox"/> Explain individual student and/or group thinking about the content <input type="checkbox"/> Take responsibility for the learning of peers				
<b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect</b>				
<input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources				

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

## Instructional Evaluation System

<b>Establishing and Acknowledging Adherence to Rules and Procedures</b>
<p><b>Focus Statement:</b> Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.</p>
<p><b>Desired Effect:</b> Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.</p>
<p><b>Example Teacher Instructional Techniques</b> (Check any technique used in the lesson)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involve students in designing classroom routines and procedures to develop a culturally responsive classroom</li> <li><input type="checkbox"/> Actively teach student self-regulation strategies</li> <li><input type="checkbox"/> Use classroom meetings to review and process rules and procedures to ensure equity</li> <li><input type="checkbox"/> Remind students of rules and procedures</li> <li><input type="checkbox"/> Ask students to restate or explain rules and procedures</li> <li><input type="checkbox"/> Provide cues or signals when a rule or procedure should be used</li> <li><input type="checkbox"/> Physically occupy all quadrants of the room</li> <li><input type="checkbox"/> Scan the entire room, making eye contact with each student</li> <li><input type="checkbox"/> Recognize potential sources of disruption and deal with them immediately</li> <li><input type="checkbox"/> Proactively address inflammatory situations</li> <li><input type="checkbox"/> Consistently exhibit "withitness" behaviors</li> <li><input type="checkbox"/> Recognize and/or acknowledge students or groups who follow rules and procedures</li> <li><input type="checkbox"/> Organize physical layout of the classroom to facilitate work in groups and easy access to materials</li> </ul>
<p><b>Example Student Evidence of Desired Effect</b> (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow clear routines during class</li> <li><input type="checkbox"/> Explain classroom rules and procedures</li> <li><input type="checkbox"/> Describe the classroom as an orderly and safe environment</li> <li><input type="checkbox"/> Recognize cues and signals by the teacher</li> <li><input type="checkbox"/> Self-regulate behavior while working individually</li> <li><input type="checkbox"/> Self-regulate behavior while working in groups</li> <li><input type="checkbox"/> Recognize that the teacher is aware of their behavior</li> <li><input type="checkbox"/> Interact responsibly with teacher and other students</li> <li><input type="checkbox"/> Explain how the individuality of each student is honored in the classroom</li> <li><input type="checkbox"/> Describe the teacher as fair and responsive to individual students</li> <li><input type="checkbox"/> Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"</li> <li><input type="checkbox"/> Respond appropriately to teacher direction and/or guidance regarding rules and procedures</li> <li><input type="checkbox"/> Move purposefully about the classroom and efficiently access materials</li> </ul>
<p><b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modify rules and procedures</li> <li><input type="checkbox"/> Seek additional student input</li> <li><input type="checkbox"/> Reorganize physical layout of the classroom</li> </ul>

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

## Instructional Evaluation System

### Using Engagement Strategies

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

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

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

- Take action or use specific strategies to re-engage students
- Use academic games
- Manage response rates
- Use physical movement
- Maintain a lively pace
- Use crisp transitions from one activity to another
- Demonstrate intensity and enthusiasm for the content
- Use friendly controversy
- Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- Present unusual or intriguing information about the content

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

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

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

- |  |   |
|--|---|
| <input type="checkbox"/> Vary engagement technique | <input type="checkbox"/> Utilize peer resources |
| <input type="checkbox"/> Reorganize groups         | <input type="checkbox"/> Vary resources         |
| <input type="checkbox"/> Modify task               |   |

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



# Instructional Evaluation System

<b>Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</b>				
<b>Focus Statement:</b> Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.				
<b>Desired Effect:</b> Evidence (student action) shows students feel valued and part of the classroom community.				
<b>Example Teacher Instructional Techniques</b> (Check any technique used in the lesson)				
<input type="checkbox"/> Encourage students to share their thinking and perspectives <input type="checkbox"/> Seek student input regarding classroom activities and culture <input type="checkbox"/> Relate content-specific knowledge to personal aspects of students' lives <input type="checkbox"/> Discuss with students about topics in which they are interested <input type="checkbox"/> Discuss equity and individual needs of students <input type="checkbox"/> Use student input and feedback to maintain an academic focus on rigor <input type="checkbox"/> Build student interests into lessons (i.e. incorporate cultural connections) <input type="checkbox"/> Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset) <input type="checkbox"/> Compliment students regarding academic and personal accomplishments <input type="checkbox"/> Engage in conversations with students about events in their lives outside of school <input type="checkbox"/> When appropriate, use humor and/or playful dialogue with students <input type="checkbox"/> Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.) <input type="checkbox"/> Remain calm in response to inflammatory situations <input type="checkbox"/> Interact with each student in the same calm and controlled fashion <input type="checkbox"/> Remain objective and in control by not demonstrating personal offense at student misconduct <input type="checkbox"/> Celebrate students' individual diversity, uniqueness, and cultural traditions				
<b>Example Student Evidence of Desired Effect</b> (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)				
<input type="checkbox"/> Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds <input type="checkbox"/> Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher <input type="checkbox"/> Respond positively to verbal interactions with the teacher <input type="checkbox"/> Respond positively to nonverbal interactions with the teacher <input type="checkbox"/> Readily share their perspectives and thinking with the teacher <input type="checkbox"/> Describe their teacher as respectful and responsive to the diverse needs of each student <input type="checkbox"/> Actions show students trust the teacher to advocate for them <input type="checkbox"/> Contribute to a positive classroom community through interactions with peers				
<b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect</b>				
<input type="checkbox"/> Seek additional input from students <input type="checkbox"/> Seek additional resources for self and students <input type="checkbox"/> Utilize peer resources				

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

## Instructional Evaluation System

<b>Communicating High Expectations for Each Student to Close the Achievement Gap</b>				
<b>Focus Statement:</b> Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.				
<b>Desired Effect:</b> Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.				
<b>Example Teacher Instructional Techniques</b> (Check any technique used in the lesson)				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use methods to ensure each student is held responsible for participation in classroom activities</li> <li><input type="checkbox"/> Chart questioning patterns to ensure each student is asked questions with the same frequency</li> <li><input type="checkbox"/> Track grouping patterns to ensure each student has the opportunity to work and interact with other students</li> <li><input type="checkbox"/> Does not allow negative or sarcastic comments about any student</li> <li><input type="checkbox"/> Identify students for whom expectations are different and the various ways in which these students have been treated differently</li> <li><input type="checkbox"/> Provide students with strategies to avoid negative thinking about one's thoughts and actions</li> <li><input type="checkbox"/> Ask questions of each student at the same rate and frequency</li> <li><input type="checkbox"/> Ask complex questions of each student that require conclusions at the same rate and frequency</li> <li><input type="checkbox"/> Rephrase questions for each student when they provide an incorrect answer</li> <li><input type="checkbox"/> Probe each student to provide evidence of their conclusions</li> <li><input type="checkbox"/> Ask each student to examine the sources of their evidence</li> <li><input type="checkbox"/> Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson</li> <li><input type="checkbox"/> Probe each student to further explain their answers when they are incorrect</li> <li><input type="checkbox"/> Require perseverance and productive struggle in solving problems and overcoming obstacles</li> </ul>				
<b>Example Student Evidence of Desired Effect</b> (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Treat each other with respect</li> <li><input type="checkbox"/> Actions show students avoid negative thinking about personal thoughts and actions</li> <li><input type="checkbox"/> Respond to difficult questions</li> <li><input type="checkbox"/> Take risks by offering incorrect or alternative answers</li> <li><input type="checkbox"/> Participate in classroom activities and discussions</li> <li><input type="checkbox"/> Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"</li> <li><input type="checkbox"/> Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence</li> <li><input type="checkbox"/> Model teacher behaviors that show care and respect for each classmate</li> <li><input type="checkbox"/> Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles</li> </ul>				
<b>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect</b>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify questioning techniques and patterns</li> <li><input type="checkbox"/> Reorganize seating patterns and groups</li> <li><input type="checkbox"/> Reflect on student interactions and change teacher behaviors</li> </ul>				

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

## Instructional Evaluation System

### Adhering to School/District Policies and Procedures

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

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

**Example Teacher Evidence**

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

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

### Maintaining Expertise in Content and Pedagogy

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

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

**Example Teacher Evidence**

- Participates in professional development opportunities
- Demonstrates content expertise and knowledge in the classroom
- Seeks mentorship from subject area experts
- Seeks mentorship from highly effective teachers
- Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- Demonstrates a growth mindset and/or seeks feedback
- Implements a deliberate practice or professional growth plan
- Seeks innovative ways to improve student achievement
- Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- Uses a reflection process for analysis of specific instructional strengths and weaknesses
- Explains the differential effects of specific classroom strategies on closing the achievement gap
- Seeks opportunities to develop deeper understanding of cultural responsiveness
- Uses formative and summative data to make instructional planning decisions
- Teacher observational data is correlated to student achievement data
- Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

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

# Instructional Evaluation System

<b>Promoting Teacher Leadership and Collaboration</b>
<b>Focus Statement:</b> Teacher promotes teacher leadership and a culture of collaboration.
<b>Desired Effect:</b> Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.
<b>Example Teacher Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways</li> <li><input type="checkbox"/> Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors</li> <li><input type="checkbox"/> Documents specific situations of mentoring other teachers</li> <li><input type="checkbox"/> Works cooperatively with appropriate school personnel to address issues that impact student learning</li> <li><input type="checkbox"/> Accesses available expertise and resources to support students' learning needs</li> <li><input type="checkbox"/> Promotes positive conversations and interactions with teachers and colleagues</li> <li><input type="checkbox"/> Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust</li> <li><input type="checkbox"/> Encourages parent involvement in classroom and school activities</li> <li><input type="checkbox"/> Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families</li> <li><input type="checkbox"/> Uses multiple means and modalities to communicate with families</li> <li><input type="checkbox"/> Seeks a role and participates in Professional Learning Community meetings</li> <li><input type="checkbox"/> Serves as a student advocate in the classroom, school, and community</li> <li><input type="checkbox"/> Participates in school and community activities as appropriate to support students and families</li> <li><input type="checkbox"/> Serves on school and district-level committees</li> <li><input type="checkbox"/> Works to achieve school and district improvement goals</li> </ul>

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

## Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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

### Domain 1: Planning and Preparing to Support Instruction

<b>Establishing and Communicating Clear Goals for Supporting Services</b>
<b>Focus Statement:</b> Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
<b>Desired Effect:</b> School/district knows the supporting services provided by the instructional support member.
<b>Example Instructional Support Member Evidence</b> (Check any evidences demonstrated)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school</li> <li><input type="checkbox"/> Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals</li> <li><input type="checkbox"/> Communicates goals to appropriate school or district personnel</li> <li><input type="checkbox"/> References and updates goals and plan for support throughout the year</li> <li><input type="checkbox"/> Goals confirm knowledge consistent with professional area of responsibility</li> <li><input type="checkbox"/> Supporting services demonstrate knowledge of human growth and development</li> <li><input type="checkbox"/> Data are used in the planning and goal setting process</li> <li><input type="checkbox"/> Elicits input from school regarding needed services and support</li> <li><input type="checkbox"/> Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services</li> </ul>
<b>Example Implementation Evidence</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district</li> <li><input type="checkbox"/> Explains how goals support and align with school and/or district goals.</li> <li><input type="checkbox"/> Explains how data were used to establish goals</li> <li><input type="checkbox"/> Explains how their actions and/or activities relate to the goals</li> <li><input type="checkbox"/> Artifacts support clear communication of goals</li> </ul>

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

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

## Instructional Evaluation System

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

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

# Instructional Evaluation System

## Using Available Resources

**Focused Statement:** Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

**Desired Effect:** The use of available resources provides supporting services to the school/district.

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

**Example Implementation Evidence**

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

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

**Domain 2: Supporting Student Achievement**

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

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



## Instructional Evaluation System

### Helping Students Meet Achievement Goals

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

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

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

### Example Implementation Evidence

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

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

# Instructional Evaluation System

Optional for Instructional Positions

Open with ▾

## A. Planning Standards-Based Lessons/Units

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

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

**Planning Evidence**

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

**Example Implementation Evidence**

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

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

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

## Instructional Evaluation System

<b>B. Identifying Critical Content</b>
<b>Focus Statement:</b> Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.
<b>Desired Effect:</b> Students can identify critical versus non-critical content.
<b>Example Instructional Support Member/Teacher Instructional Techniques</b> (Check any technique used in the lesson) <ul style="list-style-type: none"> <li><input type="checkbox"/> Begins the lesson or activity by explaining why upcoming content is important</li> <li><input type="checkbox"/> Accurately identifies critical content</li> <li><input type="checkbox"/> Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)</li> <li><input type="checkbox"/> Cues the importance of upcoming content in some direct and/or indirect fashion               <ul style="list-style-type: none"> <li>• Tone of voice</li> <li>• Body position</li> <li>• Level of excitement</li> <li>• Marker technique</li> </ul> </li> </ul>
<b>Example Student Evidence of Desired Effect</b> (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.) <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the level of importance of the content addressed in the lesson or activity</li> <li><input type="checkbox"/> Explain why it is important to pay attention to the content</li> <li><input type="checkbox"/> Body language and other visible behaviors indicate students pay attention to the critical content</li> </ul>

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

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

## Instructional Evaluation System

### C. Using Questioning Strategies

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

**Desired Effect:** Students accurately elaborate on content.

**Example Instructional Support Member/Teacher Instructional Techniques** (Check any technique used in the lesson)

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

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

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

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

## Instructional Evaluation System

D. Facilitating Groups
<b>Focus Statement:</b> Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.
<b>Desired Effect:</b> Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.
<b>Example Instructional Support Member/Teacher Instructional Techniques</b> (Check any technique used in the lesson)
<input type="checkbox"/> Establishes routines for student grouping and interaction for the expressed purpose of processing content <input type="checkbox"/> Provides guidance regarding group interactions and critiquing the reasoning of others <input type="checkbox"/> Provides guidance on one or more cognitive skills appropriate for the lesson <input type="checkbox"/> Utilizes assignments or tasks at the appropriate taxonomy level of content <input type="checkbox"/> Provides guidance on one or more conative skills <ul style="list-style-type: none"> <li>• Becoming aware of the power of interpretations</li> <li>• Avoiding negative thinking</li> <li>• Taking various perspectives</li> <li>• Interacting responsibly</li> <li>• Handling controversy and conflict resolution</li> </ul> <input type="checkbox"/> Organizes students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity) <input type="checkbox"/> Uses various group processes and activities to reflect the taxonomy level of the learning targets
<b>Example Student Evidence of Desired Effect</b> (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)
<input type="checkbox"/> Work within groups with an organized purpose <input type="checkbox"/> Exhibit awareness of the power of interpretations <input type="checkbox"/> Avoid negative thinking <input type="checkbox"/> Take various perspectives <input type="checkbox"/> Interact responsibly and respectfully critique the reasoning of others <input type="checkbox"/> Appear to know how to handle controversy and conflict resolution <input type="checkbox"/> Actively ask and answer questions about the content (i.e. assignments or tasks) <input type="checkbox"/> Add their perspectives to discussions <input type="checkbox"/> Generate clarifying questions about the content <input type="checkbox"/> Explain individual student and/or group thinking about the content <input type="checkbox"/> Take responsibility for the learning of peers

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

E. Managing Student Behavior	Open with ▼
<b>Focus Statement:</b> Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.	
<b>Desired Effect:</b> Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.	
<b>Example Instructional Support Member/Teacher Instructional Techniques</b> (Check any technique used in the lesson)	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Involves students in designing classroom routines and procedures to develop a culturally responsive classroom</li> <li><input type="checkbox"/> Actively teaches student self-regulation strategies</li> <li><input type="checkbox"/> Uses classroom meetings to review and process rules and procedures to ensure equity</li> <li><input type="checkbox"/> Reminds students of rules and procedures</li> <li><input type="checkbox"/> Asks students to restate or explain rules and procedures</li> <li><input type="checkbox"/> Provides cues or signals when a rule or procedure should be used</li> <li><input type="checkbox"/> Physically occupies all quadrants of the room</li> <li><input type="checkbox"/> Scans the entire room, making eye contact with each student</li> <li><input type="checkbox"/> Recognizes potential sources of disruption and deal with them immediately</li> <li><input type="checkbox"/> Proactively addresses inflammatory situations</li> <li><input type="checkbox"/> Consistently exhibits "withitness" behaviors</li> <li><input type="checkbox"/> Recognizes and/or acknowledge students or groups who follow rules and procedures</li> <li><input type="checkbox"/> Organizes physical layout of the classroom to facilitate work in groups and easy access to materials</li> </ul>	
<b>Example Student Evidence of Desired Effect</b> (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow clear routines during class</li> <li><input type="checkbox"/> Explain classroom rules and procedures</li> <li><input type="checkbox"/> Describe the classroom as an orderly and safe environment</li> <li><input type="checkbox"/> Recognize cues and signals by the teacher</li> <li><input type="checkbox"/> Self-regulate behavior while working individually</li> <li><input type="checkbox"/> Self-regulate behavior while working in groups</li> <li><input type="checkbox"/> Recognize that the teacher is aware of their behavior</li> <li><input type="checkbox"/> Interact responsibly with teacher and other students</li> <li><input type="checkbox"/> Explain how the individuality of each student is honored in the classroom</li> <li><input type="checkbox"/> Describe the teacher as fair and responsive to individual students</li> <li><input type="checkbox"/> Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"</li> <li><input type="checkbox"/> Respond appropriately to teacher direction and/or guidance regarding rules and procedures</li> <li><input type="checkbox"/> Move purposefully about the classroom and efficiently access materials</li> </ul>	

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

## Instructional Evaluation System

<b>F. Using Engagement Strategies</b>
<b>Focus Statement:</b> Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.
<b>Desired Effect:</b> Students engage or re-engage with content as a result of teacher action.
<b>Example Instructional Support Member/Teacher Instructional Techniques</b> (Check any technique used in the lesson)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes action or uses specific strategies to re-engage students</li> <li><input type="checkbox"/> Uses academic games</li> <li><input type="checkbox"/> Manages response rates</li> <li><input type="checkbox"/> Uses physical movement</li> <li><input type="checkbox"/> Maintains a lively pace</li> <li><input type="checkbox"/> Uses crisp transitions from one activity to another</li> <li><input type="checkbox"/> Demonstrates intensity and enthusiasm for the content</li> <li><input type="checkbox"/> Uses friendly controversy</li> <li><input type="checkbox"/> Provides opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)</li> <li><input type="checkbox"/> Presents unusual or intriguing information about the content</li> </ul>
<b>Example Student Evidence of Desired Effect</b> (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Behaviors show awareness that the teacher is noticing students' level of engagement</li> <li><input type="checkbox"/> Behaviors show the engagement strategy increases engagement</li> <li><input type="checkbox"/> Student-centered tasks and processes produce high levels of engagement</li> <li><input type="checkbox"/> Talk with groups or in response to questions is focused on critical content</li> <li><input type="checkbox"/> Engage in the critical content with enthusiasm</li> <li><input type="checkbox"/> Self-regulate engagement and engagement of peers</li> <li><input type="checkbox"/> Actions show students are motivated by the teacher</li> <li><input type="checkbox"/> Behaviors show students are inspired by the teacher</li> <li><input type="checkbox"/> Multiple students or the entire class respond to questions posed by the teacher</li> <li><input type="checkbox"/> Artifacts/student work indicate students are engaged in the critical content</li> </ul>

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

**Domain 3: Continuous Improvement of Professional Practice**

**Reflecting and Evaluating Personal Performance**

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

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

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

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



## Instructional Evaluation System

Using Data and Feedback to Support Changes to Professional Practice
<b>Focus Statement:</b> Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.
<b>Desired Effect:</b> Instructional support member demonstrates professional growth.
<b>Example Instructional Support Member Evidence</b> (Check any evidence demonstrated)
<input type="checkbox"/> Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources <input type="checkbox"/> Identifies the data and feedback used to develop a professional growth plan <input type="checkbox"/> Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources <input type="checkbox"/> Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback) <input type="checkbox"/> Describes progress toward meeting the goals outlined in the plan as supported by evidence <input type="checkbox"/> Charts progress toward professional growth plan goals and supports by evidence <input type="checkbox"/> Seeks mentorship from experts in area of professional responsibility <input type="checkbox"/> Seeks innovative ways to improve professional practice

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

**Domain 4: Professional Responsibilities**

**Demonstrating Knowledge of Professional Practice (Area of Expertise)**

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

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

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

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

## Instructional Evaluation System

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

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

## Instructional Evaluation System

### Adhering to School and District Policies and Procedures

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

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

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

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

### Supporting and Participating in School and District Initiatives

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

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

**Example Instructional Support Member Evidence** (Check any evidence demonstrated)

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

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

## Appendix D – Student Performance Measures

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

Grade	Subject	Data 19-20
K-1st	Math	District EOY, one each semester
k-2nd	ELA	K - 3 STAR Early Literacy / STAR Target Scale Score Growth
2-3	Math	Iready typical growth point target
3rd	Math/ELA	50% FSA proficiency (defined as level 3 and higher) + 50% STAR/IReady Growth
4th	Math/ELA	teacher VAM
5th	ELA	teacher VAM
5th	Math/Science	75% VAM for math + 25% proficiency on NGSSS ((defined as level 3 and higher)
6th-10th	ELA	teacher VAM
6th-8th	Math	teacher VAM
Algebra 1	Math	teacher VAM
Geometry	Math	proficiency on Geometry EOC (defined as level 3 and higher)
6th-7th	Social Studies	EOY test proficiency
6th-7th	Science	EOY test proficiency
8th	Science	proficiency on NGSSS (defined as level 3 and higher)
Biology	Science	proficiency on Biology EOC (defined as level 3 and higher)
Civics	SS	proficiency on Civics EOC (defined as level 3 and higher)
US History	SS	proficiency on US History EOC (defined as level 3 and higher)
11th-12th	ELA	STAR Target Scale Score Growth
11th-12th	Intensive Reading	STAR Target Scale Score Growth
AP Courses	all subjects	AP Proficiency or 50/50 split if there is an EOC, then make EOC proficiency (defined as level 3 and higher) 50%.
9-12	non vam math	EOY test proficiency

## Instructional Evaluation System

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9-12	non VAM/Science/ Social Studies	EOY test proficiency
Electives	all subjects	EOY test proficiency
NFTC	CTE	Industry Certification class: certification (posttest at 70%) passed Non-Industry Certification: EOY test proficiency
Drop Out	Alt Ed	school ELA or Math VAM for grades 6-12

**\*\*\* Scores are combined for any teacher with multiple subjects/PREPS**

BRT, CRT, Occ Spec, PT, Speech, Instructional Coaches= School wide data of subjects assigned

ESE Inclusion/Title 1/SES BIC/Drop Out/8.5= Data of students assigned

ESE self-contained Grades 3 -11 on Access Standards - FAA data of students assigned for 3 - 11

ESE self-contained Grades PreK - 2 on Access Standards - Unique Learning System and Brigance

Guidance= school wide data

Media Specialist= School wide ELA data

Athletic Director= BHS school wide data

**\*\*\*Data= VAM + EOY + STAR (use what applies to the specific school)\*\*\***

**Appendix E – Summative Evaluation Forms**

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

There are no forms. All aspects of teacher evaluation are maintained electronically within the Marzano iObservation online system. See images below for the summative evaluation form received by the teacher and signed by the teachers.

# Instructional Evaluation System

Final Evaluation for [REDACTED] Finished Needs Attention

Learner: [REDACTED] Evaluator: [REDACTED] Evaluation Category: Category 2  
 Observation Period: Aug 13, 2018 to Jun 30, 2019 America/New\_York  
 Date Submitted: Aug 22, 2019

Buildings: [REDACTED]

**Final Score: 3.65 - Highly Effective**

<b>Instructional Practice</b>	<b>Professional Responsibilities</b>	<b>Student Growth</b>	33.0%
<i>Adjusted</i>		3.6	
3.35	4.0		
34.0%	33.0%	<b>Highly Effective</b>	
<b>Effective</b>	<b>Highly Effective</b>		

**Observations used in this Evaluation**

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Walkthrough	Sep 10, 2018 9:14:12 AM	Marzano Focused Teacher Evaluation Model	[REDACTED]
No	Standard	Walkthrough	Sep 24, 2018 12:09:57 PM	Marzano Focused Teacher Evaluation Model	[REDACTED]
No	Standard	Informal	Oct 22, 2018 9:28:35 AM	Marzano Focused Teacher Evaluation Model	[REDACTED]
No	Standard	Walkthrough	Dec 6, 2018 8:33:05 AM	Marzano Focused Teacher Evaluation Model	[REDACTED]
No	Standard	Informal	Feb 20, 2019 9:44:26 AM	Marzano Focused Teacher Evaluation Model	[REDACTED]

<b>Frequency Requirements</b>	
Marzano Focused Teacher Evaluation Model	Informal, expected 2, actual 2 Walkthrough, expected 2, actual 3

**Final Score Scale** Range: 0.0 - 4.0

Label	Ineffective	Developing	Effective	Highly Effective
Details	0.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

Instructional Practice: 3.35 - Effective

**Instructional Practice Scale** Weight: 34.0% | Range: 0.0 - 4.0

Label	Ineffective	Developing	Effective	Highly Effective
Details	0.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

**Status Score**

Score: 3.35 - Effective Weight: 100.0% (adj. from 60.0%)

Look-for	Last Observations	Evaluation Score
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## Instructional Evaluation System

Planning Standards-Based Lessons/Units	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> In	Innovating	4
Aligning Resources to Standard(s)	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> In	Innovating	4
Planning to Close the Achievement Gap Using Data	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> In	Innovating	4
Identifying Critical Content from the Standards	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> In <input type="radio"/> -	Innovating	4
Previewing New Content	<input type="radio"/> - <input type="radio"/> Ap <input type="radio"/> - <input type="radio"/> - <input type="radio"/> -	Applying	3
Helping Students Process New Content	<input type="radio"/> - <input type="radio"/> Ap <input type="radio"/> - <input type="radio"/> - <input type="radio"/> -	Applying	3
Using Questions to Help Students Elaborate on Content	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap	Applying	3
Reviewing Content	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap <input type="radio"/> - <input type="radio"/> -	Applying	3
Helping Students Practice Skills, Strategies, and Processes	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap <input type="radio"/> - <input type="radio"/> -	Applying	3
Helping Students Examine Similarities and Differences	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap	Applying	3
Helping Students Examine Their Reasoning	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap	Applying	3
Helping Students Revise Knowledge	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap	Applying	3
Helping Students Engage in Cognitively Complex Tasks	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap	Applying	3
Using Formative Assessment to Track Progress	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> In <input type="radio"/> -	Innovating	4
Providing Feedback and Celebrating Progress	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap	Applying	3
Organizing Students to Interact with Content	<input type="radio"/> - <input type="radio"/> - <input type="radio"/> Ap <input type="radio"/> - <input type="radio"/> -	Applying	3
Establishing and Acknowledging Adherence to Rules and Procedures	<input type="radio"/> Ap <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> -	Applying	3
Using Engagement Strategies	<input type="radio"/> Ap <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> -	Applying	3
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	<input type="radio"/> In <input type="radio"/> - <input type="radio"/> - <input type="radio"/> - <input type="radio"/> -	Innovating	4

# Instructional Evaluation System

Communicating High Expectations for Each Student to Close the Achievement Gap		<b>Innovating</b> <span style="border: 1px solid black; padding: 2px 5px;">4</span>
Status Score Score: 3.35		

### Deliberate Practice

Score: N/A

Weight: 0.0% (adj. from 40.0%)

<b>Target Elements</b>	<b>Growth Score</b>
A plan has not been finished.	

Professional Responsibilities: 4.0 - Highly Effective

### Professional Responsibilities Scale




Weight: 33.0% | Range: 0.0 - 4.0

Label	Ineffective	Developing	Effective	Highly Effective
Details	0.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

### Professional Responsibilities

Score: 4.0 - Highly Effective

Weight: 33.0%

Look-for	Last Observations	Evaluation Score
Adhering to School/District Policies and Procedures		<b>Innovating</b> <span style="border: 1px solid black; padding: 2px 5px;">4</span>
Maintaining Expertise in Content and Pedagogy		<b>Innovating</b> <span style="border: 1px solid black; padding: 2px 5px;">4</span>
Promoting Teacher Leadership and Collaboration		<b>Innovating</b> <span style="border: 1px solid black; padding: 2px 5px;">4</span>
Professional Responsibilities Score: 4.0		

Student Growth: 3.6 - Highly Effective

### Student Growth Scale

Weight: 33.0% | Range: 0.0 - 4.0

Label	Ineffective	Developing	Effective	Highly Effective
Details	0.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

**Student Growth**

Weight: 33.0%

## 3.6

Highly Effective

Overall Evaluation Comments

Comments

Approval and Notifications

# Instructional Evaluation System

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## Signatures *Needs Attention*

This evaluation was finished by [REDACTED] on Aug 22, 2019 2:05:34 PM.

[REDACTED] was not acknowledged this evaluation.

## Additional Acknowledgment

- I, [REDACTED], acknowledge the Instructional Practice rating for [REDACTED] of 3.35 - Effective.
- I, [REDACTED], acknowledge the Professional Responsibilities rating for [REDACTED] of 4.0 - Highly Effective.

The Deliberate Practice rating can be acknowledged once it becomes available.

- I, [REDACTED], acknowledge the Student Growth rating for [REDACTED] of 3.6 - Highly Effective.
  - I, [REDACTED], acknowledge the Final Score rating for [REDACTED] of 3.65 - Highly Effective.
- [REDACTED] has not yet acknowledged the Final Score rating.

Evaluator Signature:

Date:

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Learner Signature:

Date:

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