

**District School Board of Pasco County
Evaluation System**

Section I. System Components Referenced both by the Memorandum of Understanding (MOU) and Florida Statutes

1. Core Effective Practices

- a. The purpose of the redeveloped evaluation system is to increase student-learning growth by improving the quality of instructional practices. The adoption of the state approved Marzano Causal Teacher Evaluation Model (MCTEM) will achieve this goal.
- b. In order to accomplish this purpose, the MCTEM includes observation instruments to connect specific practices to research and evidence of student learning.
- c. The MCTEM establishes a clear connection to each of the six Florida Educator Accomplished Practices. These connections are referenced in the state provided crosswalk (Addendum B). The District will refine and/or revise during the next four years, as understanding of the research base for MCTEM becomes known.
- d. The list of related research to support the MCTEM is found in the document entitled *Research Base and Validation Studies on the Marzano Evaluation Model, April 2011* (Addendum A).
- e. The District will contract with an accomplished educational consulting group to provide training and support, and to ensure inter-rater reliability.

2. Student Performance Measures

- a. The District School Board of Pasco County (DSBPC) Student *Performance* portion of the Teacher Evaluation Model will be implemented using the assessments indicated in Table 1 for 2014-2015 and for students assigned to the teacher’s roster.

Table 1.

Student Performance Assessment Measures SY 2014-2015

| Elementary Schools | Middle Schools | High Schools |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Teaching Strategies Gold (PK) IRLA (Grades K-2) FSA Reading & Math (Grade 3) FSA VAM 4-5 FCAT Science (Grade 5) | FSA VAM FSA R VAM (Roster-based) FCAT Science (Grade 8) Algebra 1 VAM, Grade 8 Civics EOC (Grade 7) Principal Approved EOC (Other Courses) | FSA VAM Algebra 1 VAM Grade 9 EOCs College Readiness AP, IB, AICE |

b. For the VAM and college readiness measures, the percentage of students assigned to the teacher will be calculated (meeting the defined measure or not). Table 2 outlines the classification to be used based on this rating. In order to calculate the three-year average, the district will average the student performance rating for the previous two years with the current year to produce the three-year average for the current school year's student performance measure.

Table 2.

DSBPC Student Performance Classification SY2014-2015

| Rating | Percentage of Students Meeting Defined Criteria |
|-------------------|--------------------------------------------------------|
| Highly Effective | 75-100% |
| Effective | 40-74% |
| Needs Improvement | 20-39% |
| Unsatisfactory | 0-19% |

c. Elementary Schools

Pre-K teachers will receive a student growth measure based on the Teaching Strategies Gold, which measures five domains: Language/Literacy, Approaches to Learning, Social Emotional Development, General Cognition, and Physical Health. Growth will be determined based on the comparison from Test 1 to Test 3 where students meet the development range identified by Teaching Strategies Gold. The percentage of students meeting a growth determinant will be calculated for the teacher and the teacher's rating will be based on Table 1.

Primary Teachers (K-2) will be measured by the reading growth of students on the IRLA (grades K-2). Teachers of students in grade 3 will be measured by the reading and mathematics performance of students on the Florida Standards Assessment (FSA). For IRLA, the growth will be based on the percentage of students showing 10 months of growth within the school year.

Primary Teachers of students with disabilities pursuing Access Points will be measured based on student growth on the ABLLS or Brigance (as appropriate for the student).

In grades 4 and 5, the percentage of students meeting or exceeding their expected level of performance on the FSA ELA and/or Mathematics calculated by AIR for the Florida Department of Education (FLDOE) will be used. Teachers of students in grade 5 will also have student performance on the FCAT Science included. For teachers of students with disabilities who are assessed with the FAA, the growth will be used to calculate the student growth measure where Level 4-9 will result in a gain or an increase in achievement level yields a gain.

For positions that work with the entire student body, a school-wide score will be applied based on the FCAT VAM data. These positions may include the ICT Coach, Art, guidance counselor,

behavior specialist, nurse, social worker, psychologist, etc. Where there are multiple teachers serving the school, the FCAT VAM will be applied for the students assigned to the teacher.

d. Middle School

In grades 6-8, the percentage of students meeting or exceeding their expected level of performance on the FSA ELA and/or Mathematics calculated by AIR for the Florida Department of Education (FLDOE) will be used. Teachers of Reading and Language Arts will be based on the FSA ELA VAM. Teachers of middle school mathematics courses will be based on the FSA Mathematics VAM. Teachers of Algebra 1 will be based on the Algebra 1 EOC VAM (Grade 8). Teachers of Civics will be based on the Civics EOC VAM (Grade 7). Non FSA Teachers will be based on the FSA ELA VAM for students assigned to the teacher. For teachers of students with disabilities who are assessed with the FAA, the growth will be used to calculate the student growth measure where Level 4-9 will result in a gain or an increase in achievement level yields a gain. Teachers of students in grade 8 will also have student performance on the FCAT Science included.

For positions that work with the entire student body, a school-wide score will be applied based on the FSA VAM data. These positions may include the ICT Coach, Art, guidance counselor, behavior specialist, nurse, social worker, psychologist, etc. Where there are multiple teachers serving the school, the FSA ELA VAM will be applied for the students assigned to the teacher.

e. High School

In grades 9-10, the percentage of students meeting or exceeding their expected level of performance on the FSA ELA and/or Mathematics and /or Algebra 1 (grade 9) calculated by AIR for the Florida Department of Education (FLDOE) will be used where appropriate. Teachers of Grade 9, 10, or 11 Reading and Language Arts will be based on the FSA ELA VAM. Teachers of Algebra 1 will be based on the Algebra 1 EOC VAM. Non FCAT Teachers of grade 9, 10, and 11 students will be based on the FSA ELA VAM for students assigned to the teacher. Teachers of students in courses for which a state EOC is administered (Algebra 1 without VAM, Geometry, Biology, or US History) will have student growth scores based on the percentage of students scoring proficient on these exams. Teachers of students in courses with an Advanced Placement (AP) exam, International Baccalaureate (IB) exam or Cambridge AICE exam will have a student growth score measure based on the percentage of student scores. For teachers of students with disabilities who are assessed with the FAA, the growth will be used to calculate the student growth measure where Level 4-9 will result in a gain or an increase in achievement level yields a gain.

For positions that work with the entire student body, a school-wide score will be applied based on the FSA VAM data. These positions may include the ICT Coach, Art, guidance counselor, behavior specialist, nurse, social worker, psychologist, etc. Where there are multiple teachers serving the school, the FSA VAM will be applied for the students assigned to the teacher.

Teachers of grade 12 will be measured using a calculation of students assigned to them meeting College Readiness (See Table 3). Alternative: Students will be determined to meet the growth measure if they have met the expected score based on the regression formula for their FCAT 2.0 Reading score.

Table 3.

College Readiness Cut Scores

| | SAT | | ACT | | | PERT | | | Accuplacer | | |
|-------------------------|-----|-----|-----|----|----|------|-----|-----|------------|----|----|
| College Ready 6A-0.0315 | R | M | R | E | M | R | W | M | R | W | M |
| | 440 | 440 | 19 | 17 | 19 | 106 | 103 | 114 | 83 | 83 | 72 |

Teachers of students with disabilities for whom the identified tests are not appropriate will be assessed using the IEP goals.

For teachers of students who take a semester of Reading for College Success and /or Intensive Reading in Grade 12, the FCAT Retake will be used based on the criteria in Table 4.

FCAT Reading Retake Rubric

| Rating | Percentage of Students Meeting Defined Criteria |
|-------------------|--------------------------------------------------|
| Highly Effective | 5 percentage points more than district average |
| Effective | District Average |
| Needs Improvement | 5 percentage points lower than district average |
| Unsatisfactory | 10 percentage points lower than district average |

- f. District Decisions
 - a. Evaluation Criteria
 - i. Classroom Teachers - Where less than three (3) years of data are available, the District will use data that is available for the 50% student growth portion of the teacher evaluation.
 - b. Pasco will develop/implement a school board policy that includes the selection, development, administration, and scoring of local assessments.

3. Evaluation Rating Criteria

- a. The District will use the state identified rating labels of “unsatisfactory,” “developing/needs improvement,” “effective,” and “highly effective.”
- b. The District’s adoption of the state approved MCTEM incorporates rubrics, weighting scales, and a scoring system to define and decide an employee’s final evaluation rating.
- c. For 2014-2015, the process of assigning the final evaluation rating will include data collection on the elements of Domain 1 of the MCTEM through observations and conferencing. The final rating will be assigned by a school administrator and will be based on a teacher’s status score (50%) and the teacher’s student growth calculation (50%). For the 2014-2015, the District will utilize an additive model to incorporate Deliberate Practice into a teacher’s final evaluation score. The Deliberate Practice component represents additional points that will be added to a teacher’s Status Score to comprise the Instructional Practice Score prior to it being averaged with the Student Performance Measure Score for the final summative evaluation score. The Deliberate Practice score is generated through administrative observation of one (1) Domain 1 element that the teacher and observing administrator select as a targeted element of instructional practice focus.
- d. Evaluation Rating Tables:

Please Complete for Instructional Practice:

| Highly Effective | Effective | Developing/ Needs Improvement | Unsatisfactory |
|------------------|------------|-------------------------------|----------------|
| 3.5 – 4.8 | 2.5 - 3.49 | 1.50 - 2.49 | <1.5 |

Please Complete for Student Data:

| Highly Effective | Effective | Developing/ Needs Improvement | Unsatisfactory |
|------------------|------------|-------------------------------|----------------|
| 3.5 – 4.0 | 2.5 - 3.49 | 1.50 - 2.49 | <1.5 |

Please Complete for Deliberate Practice:

| Highly Effective | Effective | Developing/ Needs Improvement | Unsatisfactory |
|------------------|-----------|-------------------------------|----------------|
| 4.0 | 3.0 | 2.0 | 1.0 |

Please Complete for Final Score:

| Highly Effective | Effective | Developing/ Needs Improvement | Unsatisfactory |
|------------------|-----------|-------------------------------|----------------|
| 3.5-4.4 | 2.5-3.4 | 1.5-2.4 | < 1.5 |

Section II. System Components Referenced only by the MOU

4. Teacher and Principal Involvement

- a. The District established a Race to the Top steering committee to oversee the implementation of each project associated with the grant. This committee is comprised

of district and school based administrators, teachers as well as union representatives. The District also established an evaluation subcommittee comprised of district based administrators, including representatives from the offices Human Resources, Employee Relations, Professional Development, Teaching and Learning, Student Support Services and Information Services. A diverse cross section of this subcommittee attended the technical assistance meetings conducted by the state.

- b. The Race to the Top steering committee and the evaluation subcommittee will continue to meet to monitor grant implementation and make recommendations for future implementation.
- c. The memorandum of understanding signed by the District and union is attached (Addendum B).

5. Multiple Evaluations for First Year Teachers

- a. First year teachers to the District will be formally observed/evaluated a minimum of two (2) times each school year. Formative student performance data will be reviewed throughout the school year, and summative performance data (e.g. FCAT) will be reviewed when it is made available each year.
- b. The types of student performance data will include formative and summative measures (e.g. standardized assessments, attendance and course grades, student behavior strategies, curriculum based assessments, screening and diagnostic assessments, and benchmark assessments).
- c. Observations and data reviews are conducted by school administrators.
- d. The focus of the feedback for a newly hired teacher will be specific to improvements and level of progress toward effective instructional practice. Feedback will be provided during pre- and post-observation conferences and during data reviews.
- e. The same observation instrument and rating system will be utilized for all instructional personnel.

6. Additional Metric Evaluation Element

- a. The District will incorporate deliberate practice as an additional metric.
- b. This additional metric will be applied to all teachers for the 2014-2015 school year.
- c. The deliberate practice score will be multiplied by 20% and then added to the teacher's status score to make-up the 50% instructional practice component.

7. Milestone Career Event

Because the District will be implementing a multi-metric evaluation for all teachers identification of individual milestone career events is not required.

Section III. System Components Referenced by Florida Statutes

8. Annual Evaluation

- a. All teachers, other than teachers new to the District, will be observed formally one (1) time during the 2014-2015 school year. Formative student performance data will be reviewed throughout the school year, and summative performance data (e.g. FSA, DEA, FCAT) will be reviewed when it is made available each year. Additionally, the District will introduce informal observations during the 2014-2015 school year. Informal observations will be unannounced observations that will generally last between 10 – 15 minutes each. Results from informal observations will be recorded and feedback will be provided to teachers for the purpose of growth in instructional practice.
- b. The types of student performance data will include formative and summative measures (e.g. standardized assessments, attendance and course grades, student behavior strategies, curriculum based assessments, screening and diagnostic assessments, and benchmark assessments).
- c. Observations and data reviews are conducted by trained school administrators.
- d. The focus of feedback for all teachers will be specific to improvements and level of progress toward effective instructional practice. Feedback will be provided during pre and post observation conferences and during data reviews.
- e. The same observation instrument and rating system will be utilized for all instructional personnel.

9. Improvement Plans

- a. Data from the teacher evaluation system will be analyzed at the district and school level to support improvement planning.
- b. Data on instructional practices from the teacher evaluation system will be collected annually and combined with student achievement data to inform school and district improvement plans and teachers' individual professional development plans, which will, in turn, inform the deliberate practice component of the teacher evaluation system.

10. Continuous Professional Improvement

- a. Data on instructional practices collected during conferencing and observations will be provided through verbal and/or written feedback to the teacher throughout the school year. This feedback will be used by administrators and teachers for individual improvement planning.
- b. During the 2014-2015 school year, data collected on individual teacher instructional practices in Domain 1 will be baseline data to inform individual professional development planning for the 2014-2015 school year. This process will be continued in future years as the deliberate practice component.

11. Teaching Fields Requiring Special Procedures

- a. The District has not identified teaching fields requiring special procedures.

12. Evaluator Training

- a. The District will contract with an accomplished educational consulting group to develop training in the proper use of assessment criteria and procedures for all personnel with appraisal responsibilities. This training will be delivered to all school-based administrators during the 2014-15 school year.
- b. The Office for Professional Development will conduct quality assurance reviews annually to monitor evaluator performance and ensure consistency of results. Training needs will be addressed through monthly administrator meetings.

13. Process of Informing Teachers About the Evaluation Process

- a. The District will develop training modules specific to the MCTEM to be utilized by each administrator as part of the annual professional development process.
- b. Newly hired teachers will participate in the teacher evaluation system training modules used annually at each school.

14. Parent Input

- a. Multiple opportunities for parents to provide input into employee performance evaluations may include:
 - a. School/district surveys
 - b. Conferences
 - c. Phone calls
 - d. Electronic communications
 - e. School Advisory Councils
 - f. Parent organizations and clubs

15. Annual Review by the District

- a. The District's Evaluation Steering Committee will annually review the ~~new~~ teacher evaluation system, as well as the results of the annual evaluations, for compliance with applicable statutes and to evaluate the effectiveness of the system itself in improving instruction and student learning.
- b. At the end of 2014-2015 school year, in order to support improvements in instruction and student learning, the Office for Professional Development will analyze the distribution of the ratings of teacher effectiveness and the student performance data at each school site.

16. Peer Review Option

- a. The District will not utilize peer assistance as part of the teacher evaluation system.

17. Evaluation by Supervisor

- a. The administrator responsible for supervising the employee will evaluate the employee's performance.

18. Input into the Evaluation by Trained Personnel other than the Supervisor

- a. Only trained school or district administrators will be responsible for the evaluation of teachers they supervise.

19. Amending Evaluations

- a. The District reserves the right, as additional applicable data are received, to amend the evaluation process within the guidelines set forth in Florida statute.

Classroom Teacher's Observation Form

Observation Results for Practice Teacher

| | | |
|-------------------------------------|-------------------------------------------------|--------------------------------------------------------------|
| Observer: PHILLIP KUPCZYK | Date Started: Feb 20, 2015 8:13:33 AM | Date Submitted: Feb 20, 2015 8:18:09 AM |
| Type: Standard (Informal) | Location: Pasco County Schools | Evaluation: These results count towards evaluation |

Domain 1: Classroom Strategies and Behaviors (v3a)

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

Marzano Protocol: Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. [Providing Rigorous Learning Goals and Performance Scales \(Rubrics\)](#)
2. [Tracking Student Progress](#)
3. [Celebrating Success](#)
[Student Interview](#)

DQ6: Establishing Rules and Procedures

4. [Establishing Classroom Routines](#)
5. [Organizing the Physical Layout of the Classroom](#)
[Student Interview](#)

Marzano Protocol: Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. [Identifying Critical Content](#)
7. [Organizing Students to Interact with New Content](#)
8. [Previewing New Content](#)
9. [Chunking Content into "Digestible Bites"](#)
10. [Helping Students Process New Content](#)
11. [Helping Students Elaborate on New Content](#)
12. [Helping Students Record and Represent Knowledge](#)
13. [Helping Students Reflect on Learning](#)
[Student Interview](#)

DQ3: Helping Students Practice and Deepen New Knowledge

14. [Reviewing Content](#)
15. [Organizing Students to Practice and Deepen Knowledge](#)
16. [Using Homework](#)
17. [Helping Students Examine Similarities and Differences](#)
18. [Helping Students Examine Their Reasoning](#)
19. [Helping Students Practice Skills, Strategies, and Processes](#)
20. [Helping Students Revise Knowledge](#)
[Student Interview](#)

DQ4: Helping Students Generate and Test Hypotheses

21. [Organizing Students for Cognitively Complex Tasks](#)
22. [Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing](#)
23. [Providing Resources and Guidance for Cognitively Complex Tasks](#)
[Student Interview](#)

Marzano Protocol: Lesson Segment Enacted on the Spot

DQ5: Engaging Students

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

DQ7: Recognizing Adherence to Rules and Procedures

33. [Demonstrating "Withitness"](#)
34. [Applying Consequences for Lack of Adherence to Rules and Procedures](#)
35. [Acknowledging Adherence to Rules and Procedures](#)
[Student Interview](#)

DQ8: Establishing and Maintaining Effective Relationships with Students

36. [Understanding Students' Interests and Backgrounds](#)
37. [Using Verbal and Nonverbal Behaviors that Indicate Affection for Students](#)
38. [Displaying Objectivity and Control](#)
[Student Interview](#)

DQ9: Communicating High Expectations for All Students

39. [Demonstrating Value and Respect for Low Expectancy Students](#)
40. [Asking Questions of Low Expectancy Students](#)
41. [Probing Incorrect Answers with Low Expectancy Students](#)
[Student Interview](#)

Marzano Protocol: Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Evidences:

Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson
- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Tracking Student Progress

Focus Statement: The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

Desired Effect: Students understand their current status on the scale and can articulate their progress toward the learning goal.

Evidences:

Example Teacher Evidence:

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

Example Student Evidence:

- Students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal
- Students take some responsibility for providing evidence in reference to their progress on the scale
- Artifacts and data support that students are making progress toward a learning goal

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Celebrating Success

Focus Statement: The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal or target.

Desired Effect: Students feel pride in their knowledge gain and accomplishments, and they are motivated to continue progress toward the goal.

Evidences:

Example Teacher Evidence:

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

Example Student Evidence:

- Students show signs of pride regarding their accomplishments in the class
- Students take some responsibility for celebrating their individual status and that of the whole class
- Student surveys indicate they want to continue making progress

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

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

DQ6: Establishing Rules and Procedures

Establishing Classroom Routines

Focus Statement: The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Desired Effect: Students know and follow the rules and procedures.

Evidences:

Example Teacher Evidence:

Example Student Evidence:

- | | |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Teacher involves students in designing classroom routines and procedures | <input type="checkbox"/> Students follow clear routines during class |
| <input type="checkbox"/> Teacher actively teaches student self-regulation strategies | <input type="checkbox"/> Students describe established rules and procedures |
| <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures | <input type="checkbox"/> Students describe the classroom as an orderly place |
| <input type="checkbox"/> Teacher reminds students of rules and procedures | <input type="checkbox"/> Students recognize cues and signals by the teacher |
| <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures | <input type="checkbox"/> Students regulate their behavior while working individually |
| <input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used | <input type="checkbox"/> Students regulate their behavior while working in groups |
| <input type="checkbox"/> Teacher focuses on procedures for students working individually or in small groups | |

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Organizing the Physical Layout of the Classroom

Focus Statement: The teacher organizes the physical layout of the classroom to facilitate movement and support learning.

Desired Effect: Students have easy access to classroom materials in an environment that focuses on communicating what is being taught and learned.

Evidences:

Example Teacher Evidence:

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning
 - Bulletin boards relate to current content (e.g., word walls)
 - Student work is displayed

Example Student Evidence:

- Students move easily about the classroom
- Individual students or groups of students have easy access to materials that make use of long-term projects
- Students make use of materials and learning centers
- Students can easily focus on instruction
- Students can easily access technology
- Transition time is minimized due to layout of classroom

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

What are the regular rules and procedures you are expected to follow in class?

How well do you do at following the rules and procedures and why?

Marzano Protocol: Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

Identifying Critical Content

Focus Statement: The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

Desired Effect: Students know what content is important and what is not important.

Evidences:

Example Teacher Evidences:

- Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- Teacher identifies differences between the critical and non-critical content
- Teacher continuously calls students' attention to accurate critical content
- Teacher integrates cross-curricular connections to critical content

Example Student Evidence:

- Students can describe the level of importance of the critical content addressed in class
- Students can identify the critical content addressed in class
- Students can explain the difference between critical and non-critical content
- Formative data show students attend to the critical content (e.g., questioning, artifacts)
- Students can explain the progression of critical content

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Organizing Students to Interact with New Content

Focus Statement: The teacher organizes students into appropriate groups to facilitate the processing of new content.

Desired Effect: Students interact in small groups to process and understand new knowledge.

Evidences:

Example Teacher Evidences:

- Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher organizes students into ad hoc groups for the lesson
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence:

- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students actively ask and answer questions about the content

- Students add their perspectives to discussions
- Students attend to the cognitive skill(s)

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Previewing New Content

Focus Statement: The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

Desired Effect: Students make a link from what they know to what is about to be learned: activating prior knowledge.

Evidences:

Example Teacher Evidences:

- Teacher facilitates identification of the basic relationship between prior ideas and new content
- Teacher uses preview questions before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdote
 - Short multimedia selection
 - Simulation/demonstration
 - Manipulatives
- Teacher uses digital resources to help students make linkages
- Teacher uses strategies associated with a flipped classroom

Example Student Evidence:

- Students can identify basic relationships between prior content and upcoming content
- Students can explain linkages with prior knowledge
- Students make predictions about upcoming content
- Students can provide a purpose for what they are about to learn
- Students cognitively engage in previewing activities
- Students can explain how prior standards or goals link to the new content

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Chunking Content into “Digestible Bites”

Focus Statement: Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

Desired Effect: Students process and learn information in appropriate chunks.

Evidences:

Example Teacher Evidences:

- During a verbal presentation, the teacher stops at strategic points
- While utilizing multi-media, the teacher stops at strategic points
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points
- Teacher uses appropriate questioning to determine if content chunks are appropriate
- Teacher uses formative data to break content into appropriate chunks

Example Student Evidence:

- Students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points
- Students can explain clear conclusions about chunks of content

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Helping Students Process New Content

Focus Statement: The teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Students are cognitively engaged with new content during interactions with other students.

Evidences:

Example Teacher Evidences:

- Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal teaching
 - Concept attainment
- Teacher uses informal strategies to engage group members in actively processing
 - Predictions
 - Associations
 - Paraphrasing
 - Verbal summarizing
 - Questioning
- Teacher facilitates group members in generating conclusions

Example Student Evidence:

- Students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next
- Students generate conclusions about the new content
- Students can verbally summarize or restate the new information

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Helping Students Elaborate on New Content

Focus Statement: The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

Desired Effect: Students draw conclusions that were not explicitly taught within the chunk.

Evidences:

Example Teacher Evidences:

- Teacher asks questions that require students to make elaborative inferences about the content
- Teacher asks students to provide evidences for their inferences
- Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

Example Student Evidence:

- Students volunteer answers to inferential questions
- Students provide evidence for their inferences
- Student artifacts demonstrate students can make elaborative inferences
- Students can identify basic relationships between ideas and how one idea relates to others

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Helping Students Record and Represent Knowledge

Focus Statement: The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

Desired Effect: Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.

Evidences:

Example Teacher Evidences:

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to represent new knowledge through various types of models
 - Mathematical
 - Visual
 - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content

Example Student Evidence:

- Student summaries and notes include critical content
- Student nonlinguistic representations include critical content
- Student models and other artifacts represent critical content
- Students can explain main points of the lesson
- Student explanations of mental images represent critical content

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Helping Students Reflect on Learning

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

Desired Effect: Students examine their level of understanding and identify areas where they are clear and confused.

Evidences:

Example Teacher Evidences:

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning
- Teacher utilizes reflection activities to cultivate a growth mindset
- Teacher utilizes reflection activities to cultivate resiliency
- Teacher utilizes reflection activities to avoid negative thinking
- Teacher utilizes reflection activities to examine logic of learning and the learning process

Example Student Evidence:

- Students can explain what they are clear about and what they are confused about
- Students can describe how hard they tried
- Students can explain what they could have done to enhance their learning
- Student actions and reflections display a growth mindset
- Student actions and reflections display resiliency
- Student actions and reflections avoid negative thinking
- Student reflections involve examining logic of learning and the learning process

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

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

DQ3: Helping Students Practice and Deepen New Knowledge

Reviewing Content

Focus Statement: The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

Desired Effect: Students produce an accurate representation of previously taught critical content.

Evidences:

Example Teacher Evidence:

- Teacher begins the lesson with a brief review of content

Example Student Evidence:

- Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another

- Teacher systematically emphasizes the cumulative nature of the content
- Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise
 - Warm-up activity
- Students can articulate the cumulative nature of the content
- Student responses to class activities indicate that they recall previous content
 - Artifacts
 - Pretests
 - Warm-up activities

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Organizing Students to Practice and Deepen Knowledge

Focus Statement: The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

Desired Effect: Students practice and deepen knowledge by interacting in small groups.

Evidences:

Example Teacher Evidence:

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- Teacher provides guidance regarding group interactions
- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence:

- Students explain how the group work supports their learning
- While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
 - Students actively ask and answer questions about the content
 - Students add their perspective to discussions
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students attend to the cognitive skill(s)

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Using Homework

Focus Statement: The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.

Desired Effect: Students' understanding of content and/or practice of skills, strategies, or processes is deepened with appropriate homework.

Evidences:

Example Teacher Evidence:

- Teacher utilizes strategies associated with a flipped classroom
- Teacher communicates a clear purpose and gives directions for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- Teacher utilizes homework assignments that allow students to access and analyze content independently

Example Student Evidence:

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

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Helping Students Examine Similarities and Differences

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

Desired Effect: Students describe how elements are similar and different and what new information they have learned as a result of their comparisons.

Evidences:

Example Teacher Evidence:

- Teacher engages students in activities that require students to examine similarities and differences
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
 - Identifying basic relationships between ideas that deepen knowledge
 - Generating and manipulating mental images that deepen knowledge
- Teacher asks students to summarize what they have learned from the activity
- Teacher asks students to linguistically and non-linguistically represent similarities and differences
- Teacher asks students to explain how the activity has added to their understanding
- Teacher asks students to draw conclusions after the examination of similarities and differences
- Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence:

- Students can create analogies and/or metaphors that reflect their depth of understanding
- Student comparison and classification activities reflect their depth of understanding
- Student artifacts indicate that student knowledge has been extended as a result of the activity
- Student responses indicate that they have deepened their understanding
- Students can present evidence to support their explanation of similarities and differences
- Students navigate digital resources to find credible and relevant information to support similarities and differences

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Helping Students Examine Their Reasoning

Focus Statement: The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Students can identify and articulate errors in logic or reasoning, or the structure of an argument, and explain new insights resulting from this analysis.

Evidences:

Example Teacher Evidence:

- Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks 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
- Teacher asks students to examine logic of errors in procedural knowledge
- Teacher asks students to analyze errors to identify more efficient ways to execute processes
- Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
- Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Student Evidence:

- Students can describe errors or informal fallacies in content
- Students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate students can identify errors in reasoning or make and support a claim
- Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning
- Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

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: Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities.

Evidences:

Example Teacher Evidence:

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Example Student Evidence:

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence
- Student artifacts or formative data show fluency and accuracy is increasing

- Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- Teacher employs "worked examples"
- Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- Teacher models the skill, strategy, or process
- Students can explain mental models

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Helping Students Revise Knowledge

Focus Statement: The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Students make additions and deletions to previous knowledge that deepen their understanding.

Evidences:

Example Teacher Evidence:

- Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed
- Teacher guides students to identify alternative ways to execute procedures

Example Student Evidence:

- Students make corrections and/or additions to information previously recorded about content
- Students can explain previous errors or misconceptions they had about content
- Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- Student revisions demonstrate alternative ways to execute procedures

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

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

DQ4: Helping Students Generate and Test Hypotheses

Organizing Students for Cognitively Complex Tasks

Focus Statement: The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypothesis.

Desired Effect: Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content.

Evidences:

Example Teacher Evidence:

- Teacher establishes the need to generate and test hypotheses for short- or long-term tasks
- Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence:

- Students describe the importance of generating and testing hypotheses about content
- Students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses
- While in groups, students interact in explicit ways to generate and test hypotheses
 - Students actively ask and answer questions about the content
 - Students add their perspectives to discussions
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students attend to the cognitive skill(s)

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Focus Statement: The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

Desired Effect: Students generate and test hypotheses to enhance their understanding of content and the inquiry process.

Evidences:

Example Teacher Evidence:

- Teacher engages 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 claims
 - Navigate digital resources

Example Student Evidence:

- Students participate in tasks that require them to generate and test hypotheses
- Students can explain the hypothesis they are testing
- Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation

- Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
 - Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources

- Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
 - Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources
 - Identify how one idea relates to others

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Providing Resources and Guidance for Cognitively Complex Tasks

Focus Statement: The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.

Desired Effect: Students have adequate resources and guidance to complete the hypothesis generation and testing task.

Evidences:

Example Teacher Evidence:

- Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students
 - Digital
 - Technical
 - Human
 - Material

Example Student Evidence:

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks
- Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

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

Marzano Protocol: Lesson Segment Enacted on the Spot

DQ5: Engaging Students

Noticing When Students are Not Engaged

Focus Statement: The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

Desired Effect: Students modify their level of engagement as a result of teacher action.

Evidences:

Example Teacher Evidence:

- Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- Teacher notices when the energy level in the room is low or students are not participating
- Teacher takes action or uses specific strategies to re-engage students

Example Student Evidence:

- Students appear aware of the fact that the teacher is noticing their level of engagement
- Students increase their level of engagement when the teacher uses engagement strategies
- Students explain that the teacher expects high levels of engagement
- Students report that the teacher notices when students are not engaged

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Using Academic Games

Focus Statement: The teacher uses academic games to cognitively engage or re-engage students.

Desired Effect: Students cognitively engage or re-engage as a result of using academic games and inconsequential competition.

Evidences:

Example Teacher Evidence:

- Teacher uses academic games that focus on or reinforce important concepts
- Teacher uses academic games that create generalizations or test principles
- Teacher uses structured, inconsequential competition games such as Jeopardy and Family Feud
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games
- Teacher develops conative skills during academic games
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict

Example Student Evidence:

- Students engage in the games with some enthusiasm
- Students can explain how the games keep their interest and help them learn or remember content
- Students appear to take various perspectives when engaged in academic games
- Students interact responsibly during academic games
- Students handle controversy and conflict during academic games

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Managing Response Rates

Focus Statement: The teacher uses response rate techniques to maintain student engagement through questioning processes.

Desired Effect: Students cognitively engage or re-engage as a result of using questioning strategies or probes.

Evidences:

Example Teacher Evidence:

- Teacher uses appropriate wait time
- Teacher uses a variety of activities that require all students to respond
 - Response cards
 - Students use hand signals to respond to questions
 - Choral response
- Teacher uses technology to keep track of student responses
- Teacher uses response chaining
- Teacher increases response rates by requiring students to back up responses with evidence

Example Student Evidence:

- Multiple students, or the entire class, respond to questions posed by the teacher
- Students can describe their thinking about specific questions posed by the teacher
- Students engage or re-engage in response to teacher's use of questioning techniques

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Using Physical Movement

Focus Statement: The teacher uses physical movement to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of using physical movement activities.

Evidences:

Example Teacher Evidence:

- Teacher facilitates movement to learning stations or to work with other students
- Teacher has students move after brief chunks of content engagement
- Teacher has students stand up and stretch or do related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with

Example Student Evidence:

- Student behavior shows physical movement strategies increase cognitive engagement
- Students engage in the physical activities designed by the teacher
- Students can explain how the physical movement keeps their interest and helps them learn

- Teacher has students physically act out or model content to increase energy and engagement
- Teacher uses give-one-get-one activities that require students to move about the room

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Maintaining a Lively Pace

Focus Statement: The teacher uses pacing techniques to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of the teacher maintaining a lively pace.

Evidences:

Example Teacher Evidence:

- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence:

- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Demonstrating Intensity and Enthusiasm

Focus Statement: The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

Desired Effect: Students cognitively engage or re-engage as a result of the teacher using intensity and enthusiasm.

Evidences:

Example Teacher Evidence:

- Teacher enthusiastically demonstrates depth of content knowledge
- Teacher demonstrates importance of content by relating it to authentic, real-world situations
- Teacher describes personal experiences that relate to the content

Example Student Evidence:

- Students say that the teacher "likes the content" and "likes teaching"
- Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

- Teacher signals excitement for content by
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Teacher strategically adjusts his/her energy level in response to student engagement

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Using Friendly Controversy

Focus Statement: The teacher uses friendly controversy techniques to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of using friendly controversy.

Evidences:

Example Teacher Evidence:

- Teacher structures mini-debates about the content
- Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- Teacher has students reveal sources of evidence to support their positions
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class
- Teacher develops conative skills during friendly controversy
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict

Example Student Evidence:

- Students engage or re-engage in friendly controversy activities with enhanced engagement
- Students describe friendly controversy activities as “stimulating,” “fun,” and “engaging”
- Students explain how a friendly controversy activity helped them better understand the content
- Students appear to take various perspectives while engaged in friendly controversy
- Students interact responsibly during friendly controversy
- Students appropriately handle controversy and conflict while engaged in friendly controversy

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Providing Opportunities for Students to Talk about Themselves

Focus Statement: The teacher provides students with opportunities to relate content being presented in class to their personal interests.

Desired Effect: Students cognitively engage or re-engage as a result of having opportunities to talk about themselves.

Evidences:

Example Teacher Evidence:

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- Teacher appears encouraging and interested when students are explaining how content relates to their personal interests
- Teacher highlights student use of specific cognitive skills (e.g., identifying basic relationships, generating conclusions, and identifying common logical errors) and conative skills (e.g., becoming aware of the power of interpretations) when students are explaining how content relates to their personal interests

Example Student Evidence:

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

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Presenting Unusual or Intriguing Information

Focus Statement: The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.

Desired Effect: Students cognitively engage or re-engage as a result of presentation of unusual or intriguing information.

Evidences:

Example Teacher Evidence:

- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher engages students in activities like "Believe it or not" about the content
- Teacher uses guest speakers and various digital resources (e.g., media clips) to provide unusual information about the content

Example Student Evidence:

- Student attention increases when unusual information is presented about the content
- Students explain how the unusual information makes them more interested in the content
- Students explain how the unusual information deepens their understanding of the content

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

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

DQ7: Recognizing Adherence to Rules and Procedures

Demonstrating "Withitness"

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

Desired Effect: Students adhere to rules and procedures as a result of the teacher's "withitness."

Evidences:

Example Teacher Evidence:

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

Example Student Evidence:

- Students recognize that the teacher is aware of their behavior
- Students interact responsibly
- Students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Applying Consequences for Lack of Adherence to Rules and Procedures

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

Desired Effect: Students adhere to rules and procedures as a result of the teacher applying consequences consistently and fairly.

Evidences:

Example Teacher Evidence:

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

Example Student Evidence:

- Students demonstrate use of self-regulation strategies
- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- Students describe the teacher as fair in application of rules

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Acknowledging Adherence to Rules and Procedures

Focus Statement: The teacher consistently and fairly acknowledges adherence to rules and procedures.

Desired Effect: Students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures.

Evidences:

Example Teacher Evidence:

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

Example Student Evidence:

- Students self-monitor and cease inappropriate behavior after receiving acknowledgement from the teacher
- Student verbal and nonverbal behaviors indicate appreciation of the teacher acknowledging their positive behavior
- Students describe the teacher as appreciative of their good behavior
- Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures
- The number of students adhering to rules and procedures increases

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

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

DQ8: Establishing and Maintaining Effective Relationships with Students

Understanding Students' Interests and Backgrounds

Focus Statement: The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.

Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of students' interests and backgrounds.

Evidences:

Example Teacher Evidence:

- Teacher relates content-specific knowledge to personal aspects of students' lives
- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons
- Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

Example Student Evidence:

- Students describe the teacher as someone who knows them and/or is interested in them
- Students respond when the teacher demonstrates understanding of their interests and backgrounds
- Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
- Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

Focus Statement: The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher using verbal and nonverbal behaviors that indicate affection for students.

Evidences:

Example Teacher Evidence:

- Teacher compliments students regarding academic and personal accomplishments
- Teacher compliments students regarding academic and personal accomplishments relative to their initiative
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles and nods to students when appropriate
- Teacher uses "high five"-type signals when appropriate
 - Pat on shoulder
 - Thumbs up
 - "High five"
 - Fist bump
 - Silent applause
- Teacher encourages students to share their thinking and perspectives

Example Student Evidence:

- Students describe the teacher as someone who cares for them
- Students respond positively to verbal interactions with the teacher
- Students respond positively to nonverbal interactions with the teacher
- Students readily share their perspectives and thinking with the teacher

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Displaying Objectivity and Control

Focus Statement: The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher displaying objectivity and control.

Evidences:

Example Teacher Evidence:

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher does not allow distractions to change the focus on academic rigor
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

Example Student Evidence:

- Students describe the teacher as not becoming distracted by interruptions in the class
- Students are settled by the teacher's calm demeanor
- Students describe the teacher as in control of himself/herself and in control of the class
- Students say that the teacher does not hold grudges or take things personally

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

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

DQ9: Communicating High Expectations for All Students

Demonstrating Value and Respect for Low Expectancy Students

Focus Statement: The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.

Desired Effect: All students feel equally valued by the teacher.

Evidences:

Example Teacher Evidence:

Example Student Evidence:

- The teacher provides low expectancy students with nonverbal indications that they are valued and respected
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- The teacher provides low expectancy students with verbal indications that they are valued and respected
 - Playful dialogue
 - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students
- When asked, the teacher can identify students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides students with strategies to avoid negative thinking about one's thoughts and actions
- Students say that the teacher cares for all students
- Students treat each other with respect
- Students avoid negative thinking about their thoughts and actions

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Asking Questions of Low Expectancy Students

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

Desired Effect: All students are asked questions with the same frequency and depth.

Evidences:

Example Teacher Evidence:

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

Example Student Evidence:

- Students say that the teacher expects everyone to participate
- Students say that the teacher asks difficult questions of every student

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Probing Incorrect Answers with Low Expectancy Students

Focus Statement: The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

Desired Effect: All students who respond with incorrect answers are probed in the same manner.

Evidences:

Example Teacher Evidence:

- Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- Teacher probes low expectancy students to provide evidence of their conclusions
- Teacher asks low expectancy students to examine the sources of their evidence
- When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time
- Teacher asks low expectancy students to further explain their answers when they are incorrect

Example Student Evidence:

- Students say that the teacher won't "let you off the hook"
- Students say that the teacher "won't give up on you"
- Students say that the teacher helps them think about and analyze their incorrect answers
- Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Student Interview

Student Questions

How does your teacher demonstrate that he/she cares about and respects you?

How does your teacher communicate that everyone is expected to participate and answer difficult questions?

What are some ways that your teacher helps you answer questions successfully?

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Observation Results for Practice Teacher

| | | |
|-------------------------------------|-------------------------------------------------|--------------------------------------------------------------|
| Observer: PHILLIP KUPCZYK | Date Started: Feb 20, 2015 8:50:27 AM | Date Submitted: Feb 20, 2015 8:51:29 AM |
| Type: Standard | Location: Pasco County Schools | Evaluation: These results count towards evaluation |

Domain 2: Planning and Preparing

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

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Effective Scaffolding of Information within Lessons

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

Evidence:

Planning Evidence:

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

Teacher Evidence:

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

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Lessons within Units

The teacher organizes lessons within units to progress toward a deep understanding of content.

Evidence:

Planning Evidence:

- Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
- Plans incorporate student choice and initiative
- Plans provide for extension of learning

Teacher Evidence:

- When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content
- When asked, the teacher can describe how students will make choices and take initiative
- When asked, the teacher can describe how learning will be extended

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Attention to Established Content Standards

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

Evidence:

Planning Evidence:

- Lesson and unit plans include important content identified by the district (scope)
- Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district

Teacher Evidence:

- When asked, the teacher can identify or reference the important content (scope) identified by the district
- When asked, the teacher can describe the sequence of the content to be taught as identified by the district

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Use of Available Traditional Resources

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

Evidence:

Planning Evidence:

- The plan outlines resources within the classroom that will be used to enhance students' understanding of the content
- The plan outlines resources within the school that will be used enhance students' understanding of the content
- The plan outlines resources within the community that will be used to enhance students' understanding of the content

Teacher Evidence:

- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Use of Available Technology

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

Evidence:

Planning Evidence:

- The plan identifies available technology that will be used:
 - Interactive whiteboards
 - Response systems
 - Voting technologies
 - One-to-one computers
 - Social networking sites
 - Blogs
 - Wikis
 - Discussion Boards
- The plan identifies how the technology will be used to enhance student learning

Teacher Evidence:

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

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Needs of English Language Learners

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

Evidence:

Planning Evidence:

- The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson
- The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction

Teacher Evidence:

- When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson
- When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Needs of Special Education Students

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

Evidence:

Planning Evidence:

Teacher Evidence:

- The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson
- The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction

- When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson
- When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Needs of Students Who Lack Support for Schooling

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

Evidence:

Planning Evidence:

- The plan provides for the needs of students who come from home environments that offer little support for schooling
- When assigning homework, the teacher takes into consideration the students' family resources
- When communicating with the home, the teacher takes into consideration family and language resources

Teacher Evidence:

- When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
- When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework
- When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Observation Results for Practice Teacher

| | | |
|-------------------------------------|-------------------------------------------------|--------------------------------------------------------------|
| Observer: PHILLIP KUPCZYK | Date Started: Feb 20, 2015 8:52:48 AM | Date Submitted: Feb 20, 2015 8:53:11 AM |
| Type: Standard | Location: Pasco County Schools | Evaluation: These results count towards evaluation |

Domain 3: Reflecting on Teaching

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Identifying Areas of Pedagogical Strength and Weakness

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

Evidence:

Teacher Evidence:

- The teacher identifies specific areas of strengths and weaknesses within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Evaluating the Effectiveness of Individual Lessons and Units

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

Evidence:

Teacher Evidence:

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

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Evidence:

Teacher Evidence:

- The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- The teacher provides a written analysis of specific causes of success or difficulty
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Developing a Written Growth and Development Plan

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

Evidence:

Teacher Evidence:

- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Monitoring Progress Relative to the Professional Growth and Development Plan

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

Evidence:

Teacher Evidence:

- The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
- When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Observation Results for Practice Teacher

| | | |
|-------------------------------------|-------------------------------------------------|--------------------------------------------------------------|
| Observer: PHILLIP KUPCZYK | Date Started: Feb 20, 2015 8:53:48 AM | Date Submitted: Feb 20, 2015 8:54:15 AM |
| Type: Standard | Location: Pasco County Schools | Evaluation: These results count towards evaluation |

Domain 4: Collegiality and Professionalism

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Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

Evidence:

Teacher Evidence:

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

Resources:

[Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Promoting Positive Interactions about Students and Parents

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

Evidence:

Teacher Evidence:

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents
- When asked, students and parents can describe how the teacher interacted positively with them

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

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

Evidence:

Teacher Evidence:

- The teacher keeps track of specific situations during which he or she has sought mentorship from others
- The teacher actively seeks help and input in Professional Learning Community meetings
- The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Mentoring Other Teachers and Sharing Ideas and Strategies

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

Evidence:

Teacher Evidence:

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

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

Evidence:

Teacher Evidence:

- The teacher performs assigned duties
- The teacher follows policies, regulations and procedures
- The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher keeps track of specific situations in which he or she adheres to rules and procedures

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

Evidence:

Teacher Evidence:

- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in staff development opportunities
- The teacher works to achieve school and district improvement goals
- The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives
- When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

Resources:

Scale

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Instructional Support Personnel Observation Form

Observation Results for Practice Teacher

| | | |
|-------------------------------------|-------------------------------------------------|--------------------------------------------------------------|
| Observer: PHILLIP KUPCZYK | Date Started: Feb 20, 2015 8:54:46 AM | Date Submitted: Feb 20, 2015 8:55:01 AM |
| Type: Standard | Location: Pasco County Schools | Evaluation: These results count towards evaluation |

Instructional Support Personnel Form (Non-Classroom) (v3)

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Domain 1: Instructional Support Strategies and Behaviors

Establishing and Communicating Goals

1. Providing Clear Goals and Scales (Rubrics)
2. Tracking Progress
3. Celebrating Success
4. Identifying Critical Information
5. Organizing Participants to Interact with New Knowledge
6. Previewing New Content
7. Elaborating on New Information
8. Recording and Representing Knowledge
9. Reflecting on Learning
10. Providing Opportunities for Participants to Talk about Themselves
11. Demonstrating "Withitness"
12. Acknowledging Adherence to Rules and Procedures
13. Understanding Participants' Interests and Backgrounds
14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
15. Displaying Objectivity and Control
16. Demonstrating Value and Respect for Low Expectancy Participants

Domain 2: Planning and Preparing

Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities

17. Effective Goal Setting and Scaffolding of Content or Activities
18. Attention to Established Standards or Procedures

Planning and Preparing for Use of Resources and Technology

19. Use of Available Traditional Resources
20. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

21. Needs of English Language Learners

Planning and Preparing for Needs of Participants Receiving Special Education Services

22. Needs of Participants Receiving Special Education Services

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

23. Needs of Participants Who Lack Support for Schooling

Domain 3: Reflecting on Teaching and Supporting

Evaluating Personal Performance

24. Identifying Areas of Pedagogical Strength and Weakness
25. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

26. Developing a Written Growth and Development Plan
27. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

28. Promoting Positive Interactions with Colleagues
29. Promoting Positive Interactions with Participants, Parents, and the Community

Promoting Exchange of Ideas and Strategies

30. Seeking Mentorship for Areas of Need or Interest
31. Mentoring Other Colleagues and Sharing Ideas and Strategies

Promoting District and School Development

32. Adhering to School and District Rules and Procedures
33. Participating in School and District Initiatives

Domain 1: Instructional Support Strategies and Behaviors

Establishing and Communicating Goals

Providing Clear Goals and Scales (Rubrics)

The instructional support member provides clearly stated goals based on area of responsibility that align with school and/or district goals and has a scale that describes levels of performance.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member establishes a defined work plan or set of goals aligned with school and district goals
- Instructional support member communicates work plan or goals and scale to appropriate people
- Instructional support member makes references to his/her goals throughout the year
- Instructional support member can explain how goals support and align with school and/or district goals
- Instructional support member can explain the meaning of the levels of performance articulated in the scale
- Instructional support member can explain how his/her activities relate to the goal

Sample Participant Evidence:

- When asked, participants, colleagues, and/or administrators can explain how the instructional support member's goals relate to and/or support the school or district goals
- When asked, participants, colleagues, and/or administrators can explain how the instructional support member's activities relate to the school and/or district goals

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using **Not Applicable**

Tracking Progress

The instructional support member facilitates tracking of progress toward goals.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member monitors progress toward his/her goals throughout the school year using a scale
- Instructional support member is responsive to participants, colleagues, and administrators regarding feedback
- Instructional support member actively consults with colleagues and administrators to find an optimal approach to ensure progress
- Instructional support member consults with colleagues and administrators to ensure he/she is making progress toward the goals
- Instructional support member keeps updated records (e.g., databases, data notebook, etc.) that validate tracking progress toward his/her goals

Sample Participant Evidence:

- When asked, participants, colleagues, and administrators can describe how the instructional support member is progressing toward his/her goals

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Celebrating Success

The instructional support member celebrates personal, participant, school, and/or district success relative to progress toward his/her goals.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member acknowledges and celebrates personal progress toward his/her goals
- Instructional support member uses a variety of methods to celebrate school and/or district success
- Instructional support member acknowledges and celebrates individual and group successes
- Instructional support member shows pride in his/her work and reports wanting to continue to make progress toward meeting his/her goals

Sample Participant Evidence:

- Participants and/or colleagues show signs of pride regarding recognition of their accomplishments by the instructional support member

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Identifying Critical Information

The instructional support member identifies critical information in a lesson or activity to which participants should pay particular attention.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member begins the lesson or activity by explaining why upcoming content is important
- Instructional support member identifies content or information critical to his/her area of responsibility
- Instructional support member cues the importance of upcoming information in some indirect fashion:
 - Tone of voice
 - Body position
 - Level of excitement
 - Marker technique

Sample Participant Evidence:

- When asked, participants can describe the level of importance of the information addressed in the lesson or activity
- When asked, participants can explain why it is important to pay attention to the content
- Participants visibly pay attention to the critical information

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Organizing Participants to Interact with New Knowledge

The instructional support member organizes participants into small groups to facilitate the processing of information.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member establishes routines for participant grouping and interaction within groups
- Instructional support member establishes roles and procedures for group activities:
 - Respect opinions of others
 - Add their perspectives to discussions
 - Ask and answer questions

Sample Participant Evidence:

- Participants move to groups in an orderly fashion and know their roles in the group
- Participants appear to understand expectations about appropriate behavior in groups:
 - Respect opinions of others
 - Add their perspectives to discussions
 - Ask and answer questions

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Previewing New Content

The instructional support member engages participants in activities that help link what they already know to the new content/activity about to be addressed and facilitates these linkages.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member uses preview question before reading
- Instructional support member uses K-W-L strategy or variation of it
- Instructional support member asks or reminds participants what they already know about the topic
- Instructional support member provides an advanced organizer:
 - Outline
 - Graphic organizer
- Instructional support member has participants brainstorm
- Instructional support member uses an anticipation guide
- Instructional support member uses a motivational hook/launching activity:
 - Anecdotes
 - Short selection from video

Sample Participant Evidence:

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

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Elaborating on New Information

The instructional support member asks questions or engages participants in activities that require elaborative inferences that go beyond what was explicitly taught.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member asks explicit questions that require participants to make elaborative inferences about the content or activity
- Instructional support member asks participants to explain and defend their inferences
- Instructional support member presents situations or problems that require inferences

Sample Participant Evidence:

- When asked, participants volunteer answers to inferential questions
- When asked, participants provide explanations and "proofs" for inferences

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Recording and Representing Knowledge

The instructional support member engages participants in activities that help record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member asks participants to summarize the information they have learned
- Instructional support member asks participants to generate notes that identify critical information in the content
- Instructional support member asks participants to create nonlinguistic representations for new content:
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Instructional support member asks participants to create mnemonics that organize the content

Sample Participant Evidence:

- Participants' summaries and notes include critical content
- Participants' nonlinguistic representations include critical content
- When asked, participants can explain the main points of the lesson or activity

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Reflecting on Learning

The instructional support member engages participants in activities that help them reflect on their learning.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member asks participants to state or record what they are clear about and what they are confused about
- Instructional support member asks participants to state or record how hard they tried
- Instructional support member asks participants to state or record what they might have done to enhance their learning

Sample Participant Evidence:

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

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Providing Opportunities for Participants to Talk about Themselves

The instructional support member provides participants with opportunities to relate what is being addressed in a lesson or activity to their personal interests.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member is aware of participants' interests and makes connections between these interests and class content and educational goals
- Instructional support member structures activities and discussions that ask participants to make connections between schooling and their personal interests

Sample Participant Evidence:

- When participants are explaining how content relates to their personal interests, the instructional support member appears encouraging and interested
- When asked, participants can make linkages between the lesson or activity and their personal interests
- Participants engage in activities that facilitate making connections between their personal interests and the lesson or activity

Resources:

[Glossary](#) | [Scale](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Demonstrating "Withitness"

The instructional support member uses behaviors associated with "withitness" to maintain and support adherence to rules, policies, and procedures.

Evidence:

Sample Instructional Support Member Evidence:

Sample Participant Evidence:

- Instructional support member is accessible to parents and the school community
- Instructional support member establishes healthy professional relationships with participants, colleagues, administrators, and parents
- Instructional support member recognizes potential sources of disruption to classrooms and the entire school and deals with them immediately
- Instructional support member proactively addresses inflammatory situations

- Participants recognize that the instructional support member is aware of their behavior as well as the climate of the school
- When asked, participants, parents, or colleagues describe the instructional support member as "aware of what is going on," or participants describe the instructional support member as one who "has eyes on the back of his/her head"

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Acknowledging Adherence to Rules and Procedures

The instructional support member consistently and fairly acknowledges adherence to rules and procedures.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member provides nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High five
- Instructional support member gives verbal cues that a rule or procedure has been followed:
 - Thanks participants for following a rule or procedure
 - Describes participant behaviors that adhere to rules or procedures
- Instructional support member uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies

Sample Participant Evidence:

- Participants appear appreciative of the instructional support member acknowledging their positive behavior
- When asked, participants describe the instructional support member as appreciative of their good behavior
- When asked, participants report the instructional support member fairly and consistently acknowledges adherence to rules and procedures

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Understanding Participants' Interests and Backgrounds

The instructional support member uses participants' interests and backgrounds to produce a climate of acceptance and community.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member has side discussions with participants and colleagues about events in their lives

Sample Participant Evidence:

- When asked, participants and colleagues describe the instructional support member as someone who knows them and/or is interested in them

- Instructional support member has discussions with participants and colleagues about topics in which they are interested
- Instructional support member builds participants' interests into their interactions

- When asked, participants and colleagues say they feel accepted by the instructional support member

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Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants

When appropriate, the instructional support member uses verbal and nonverbal behavior that indicates caring for participants or colleagues.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member compliments participants and colleagues regarding academic and personal accomplishments
- Instructional support member engages in informal conversations with participants or colleagues that are not related to academics
- Instructional support member uses humor with participants and colleagues when appropriate
- Instructional support member smiles, nods, etc. at participants and colleagues when appropriate

Sample Participant Evidence:

- When asked, participants and/or colleagues describe the instructional support member as someone who cares for them
- Participants respond to instructional support member's verbal and nonverbal interactions

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Displaying Objectivity and Control

The instructional support member behaves in an objective and controlled manner.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member does not exhibit extremes in positive or negative emotions
- Instructional support member addresses inflammatory issues and events in a calm and controlled manner
- Instructional support member interacts with all participants and colleagues in the same calm and controlled fashion
- Instructional support member does not demonstrate personal offense at student misbehavior

Sample Participant Evidence:

- Participants and colleagues report they are settled by the instructional support member's calm demeanor
- When asked, participants and colleagues describe the instructional support member as in control of himself/herself in all situations
- When asked, participants and colleagues say that the instructional support member does not hold grudges or take things personally

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Demonstrating Value and Respect for Low Expectancy Participants

The instructional support member exhibits behaviors that demonstrate value and respect for low expectancy participants.

Evidence:

Sample Instructional Support Member Evidence:

- When asked, the instructional support member can identify the participants for whom there have been low expectations
- Instructional support member provides low expectancy participants with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- Instructional support member provides low expectancy participants with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing participants in a manner they view as respectful
- Instructional support member does not allow negative comments about low expectancy participants
- Instructional support member sets high expectations for all participants

Sample Participant Evidence:

- When asked, participants and/or colleagues say that the instructional support member cares for all participants

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Domain 2: Planning and Preparing

Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities

Effective Goal Setting and Scaffolding of Content or Activities

The instructional support member plans the organization of content and activities in such a way that each piece of content or activity builds on previous goals, content, or activities.

Evidence:

Sample Planning Evidence:

- Instructional support member has evidence of a work plan to support his/her goals and the goals of the school and/or district

Sample Instructional Support Member Evidence:

- Instructional support member can describe the rationale for how goals are organized within a plan-of-work

- The plan for presentation of content or activities is logical and progresses from simple to complex
- The plan anticipates potential confusion or misunderstandings that participants or schools may experience

- Instructional support member can describe the rationale for the sequence of activities or lessons within a plan-of-work
- Instructional support member can describe possible confusions that may impact goals, content, or activities

Resources:

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Attention to Established Standards or Procedures

The instructional support member develops plans and/or activities that are aligned with established school and/or district standards or procedures.

Evidence:

Sample Planning Evidence:

- Plans for instructional activities include important standards identified by the district
- Plans are developed with attention to established district standards and procedures

Sample Instructional Support Member Evidence:

- Instructional support member can explain how his/her plan of work supports the established school and/or district standards
- Instructional support member can describe the sequence of the content or activities to be taught as identified by the school and/or district

Resources:

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Planning and Preparing for Use of Resources and Technology

Use of Available Traditional Resources

The instructional support member identifies the available traditional resources (materials and human) for use in his/her plan of work and/or instructional activities.

Evidence:

Sample Planning Evidence:

- The plan outlines resources within the immediate work environment or school that will be used enhance participants' understanding of the content
- The plan outlines resources within the community that will be used to enhance participants' understanding of the content

Sample Instructional Support Member Evidence:

- Instructional support member can describe how the resources within the immediate work environment and/or the school will be used to enhance participants' understanding of the content
- Instructional support member can describe how resources within the community will be used to enhance participants' understanding of the content

Resources:

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Use of Available Technology

The instructional support member identifies the use of available technology that can enhance his/her plan of work and/or participants' understanding of content in an instructional activity.

Evidence:

Sample Planning Evidence:

- The plan identifies available technology that will be used:
 - Interactive whiteboards
 - Response systems
 - Digital templates
 - Social networking sites
 - Blogs
 - Discussion boards
- The plan identifies how the technology will be used to enhance participant learning

Sample Instructional Support Member Evidence:

- Instructional support member can explain how the technology will be used to reach his/her goals
- Instructional support member can articulate how the technology will be used to enhance participant learning

Resources:

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Planning and Preparing for the Needs of English Language Learners

Needs of English Language Learners

The instructional support member provides support for the needs of English Language Learners (ELL) by identifying appropriate adaptations or accommodations that must be made.

Evidence:

Sample Planning Evidence:

- The plan identifies the accommodations or adaptations that must be made for individual ELL participants or groups within an instructional activity or within the instructional support member's area of responsibility
- The plan identifies the adaptations that must be made for individual ELL participants or groups within the instructional support member's area of responsibility

Sample Instructional Support Member Evidence:

- Instructional support member can describe the accommodations that must be made for individual ELL participants or groups within an instructional activity
- Instructional support member can describe the adaptations that must be made for individual ELL participants or groups within an instructional activity
- Instructional support member can identify support provided in his/her plan of work for ELL participants or the school

Resources:

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Planning and Preparing for Needs of Participants Receiving Special Education Services

Needs of Participants Receiving Special Education Services

The instructional support member identifies the needs of participants receiving special education services by providing accommodations and modifications that must be made for participants.

Evidence:

Sample Planning Evidence:

- The plan of work describes accommodations and modifications that must be made for individual participants receiving special education services according to the Individualized Education Program (IEP)
- The plan of work describes the support the instructional support member will provide for participants receiving special education services

Sample Instructional Support Member Evidence:

- Instructional support member can describe the specific accommodations that must be made for individual participants receiving special education services according to his/her IEP for an instructional activity
- Instructional support member can describe the specific support(s) that will be provided for participants receiving special education services

Resources:

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

Needs of Participants Who Lack Support for Schooling

The instructional support member identifies the needs of participants who come from home environments that offer little support for schooling.

Evidence:

Sample Planning Evidence:

- The plan provides for the needs of participants who come from home environments that offer little support for schooling
- When engaging participants, the instructional support member takes into consideration the participants' family resources
- When communicating with the home, the instructional support member takes into consideration family and language resources
- The plan of work describes how the instructional support member provides support for participants who lack support for schooling

Sample Instructional Support Member Evidence:

- Instructional support member can articulate how the needs of participants who come from home environments that offer little support for schooling will be addressed
- Instructional support member can articulate the ways in which the participants' family resources will be addressed when working with participants
- Instructional support member can articulate the ways in which communication with the home will take into consideration family and language resources
- Instructional support member can explain how he/she will provide support for participants who lack support for schooling

Resources:

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Domain 3: Reflecting on Teaching and Supporting

Evaluating Personal Performance

Identifying Areas of Pedagogical Strength and Weakness

The instructional support member identifies specific strategies and behaviors on which to improve.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member identifies specific areas of pedagogical strength and weakness
- Instructional support member keeps track of specifically identified focus areas for improvement
- Instructional support member identifies and keeps track of specific areas identified based on individual interest
- Instructional support member can describe how specific areas for improvement are identified

Resources:

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Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The instructional support member determines the effectiveness of specific techniques and strategies relating to his/her plan of work.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member gathers and keeps evidence of the effects of specific strategies and behaviors in his/her area of responsibility
- Instructional support member provides a written analysis of specific causes of success or difficulty
- Instructional support member can explain the differential effects of specific strategies and behaviors that yield results

Resources:

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Developing and Implementing a Professional Growth Plan

Developing a Written Growth and Development Plan

The instructional support member develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member constructs a growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- Instructional support member can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources

Resources:

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Monitoring Progress Relative to the Professional Growth and Development Plan

The instructional support member charts his/her progress on the professional growth and development plan using established action plans, milestones, and timelines.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member 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 and participants, and observer feedback)
- Instructional support member can describe progress toward meeting the goals outlined in the plan supported by evidence

Resources:

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Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

Promoting Positive Interactions with Colleagues

The instructional support member interacts with colleagues in a positive manner to promote and support learning.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member works cooperatively with appropriate colleagues to address issues that impact learning
- Instructional support member establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- Instructional support member accesses available expertise and resources to support participants' learning needs
- Instructional support member can describe situations in which he/she interacts positively with colleagues to promote and support learning
- Instructional support member can describe situations in which he/she helped extinguish negative conversations about other colleagues

Resources:

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Promoting Positive Interactions with Participants, Parents, and the Community

The instructional support member interacts with participants, parents, and the community in a positive manner to foster learning and promote positive home/school relationships.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- Instructional support member ensures consistent and timely communication with parents regarding participant expectations, progress, and/or concerns
- Instructional support member encourages parent involvement in classroom and school activities
- Instructional support member demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families
- Instructional support member uses multiple means and modalities to communicate with families
- Instructional support member responds to requests for support and/or assistance promptly
- Instructional support member respects and maintains confidentiality of participant/family information
- Instructional support member can describe instances when he/she interacted positively with participants, parents, and/or the community
- When asked, the instructional support member can describe situations in which he/she helped extinguish negative conversations about participants, parents, and/or the community

Sample Participant Evidence:

- When asked, participants, parents, and/or community members can describe how the instructional support member interacted positively with them

Resources:

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Promoting Exchange of Ideas and Strategies

Seeking Mentorship for Areas of Need or Interest

The instructional support member seeks help and input from colleagues regarding specific educational strategies and behaviors.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member keeps track of specific situations during which he/she has sought mentorship from others
- Instructional support member actively seeks help and input as a member of a Professional Learning Community
- Instructional support member actively seeks help and input from appropriate school members to address issues that impact instruction and school or district goals
- Instructional support member can describe how he/she seeks input from colleagues regarding issues that impact instruction and school or district goals

Resources:

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Mentoring Other Colleagues and Sharing Ideas and Strategies

The instructional support member provides other colleagues with help and input regarding specific educational strategies and behaviors relating to their areas of responsibility.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member keeps tracks of specific situations during which he/she mentored other instructional support members
- Instructional support member contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways
- Instructional support member serves as an appropriate role model (e.g., mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
- Instructional support member can describe specific situations in which he/she has mentored colleagues

Resources:

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Promoting District and School Development

Adhering to School and District Rules and Procedures

The instructional support member is aware of and adheres to school and district rules and procedures.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member performs assigned duties
- Instructional support member follows policies, regulations, and procedures
- Instructional support member maintains accurate records (e.g., participant progress, completion of assignments, non-instructional records)
- Instructional support member fulfills responsibilities in a timely manner
- Instructional support member understands legal issues related to participants and families
- Instructional support member demonstrates personal integrity
- Instructional support member keeps track of specific situations in which he/she adheres to rules and procedures
- Instructional support member is knowledgeable and adheres to state code of ethics, professional standards, and code of conduct applicable to the position

Resources:

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Participating in School and District Initiatives

The instructional support member is aware of school and district initiatives and participates in them in accordance with his/her talents and availability.

Evidence:

Sample Instructional Support Member Evidence:

- Instructional support member participates in school activities and events as appropriate to support participants and the school community
- Instructional support member serves on school and district committees
- Instructional support member participates in staff development opportunities
- Instructional support member works to achieve school and district improvement goals
- Instructional support member keeps tracks of specific situations in which he/she has participated in school and district initiatives
- Instructional support member can describe or show evidence of his/her participation in school and/or district initiatives

Resources:

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Signatures

Observer Signature:

Date:

Learner Signature:

Date:
