Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor



Standards-Based Planning

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

Conditions for Learning

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

Standards-Based Instruction

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

Professional Responsibilities

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





Marzano Focused Teacher Evaluation Model - Universal

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

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

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

PROFESSIONAL RESPONSIBILTIES	0	_	2	З	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					



Crosswalk: Marzano Focused Teacher Evaluation Model & 2014 Marzano Teacher Evaluation Model

Marzano Focused Teacher Evaluation Model	2014 Marzano Teacher Evaluation Model
Standards-Based Planning	
Planning Standards-Based Lessons/Units	1 – Providing Rigorous Learning Goals and Performance Scales (Rubrics)
	9 – Chunking Content into "Digestible Bites"
	42 – Effective Scaffolding of Information Within Lessons 43 – Lessons with Units
	44 – Attention to Established Content Standards
Aligning Resources to Standard(s)	45 – Use of Available Traditional Resources
Planning to Close the Achievement Gap Using	47 – Needs of English Language Learners
Data	48 – Needs of Students Receiving Special Education
	49 – Needs of Students Who Lack Support for Schooling
Standards-Based Instruction	
Identifying Critical Content from the Standards	6 – Identifying Critical Content 9 – Chunking Content into "Digestible Rites"
Previewing New Content	8 – Previewing Content
Helping Students Process New Content	10 – Helping Students Process New Content
Using Questions to Help Students Elaborate on	11 – Helping Students Elaborate on New Content
Content	
Reviewing Content	14 – Reviewing Content
Helping Students Practice Skills, Strategies, and Processes	16 – Using Homework 19 – Helping Students Practice Skills. Strategies. and Processes
Helping Students Examine Similarities and Differences	17 – Helping Students Examine Similarities and Differences
Helping Students Examine Their Reasoning	18 – Helping Students Examine Their Reasoning
Helping Students Revise Knowledge	13 – Helping Students Reflect on Learning
	20 – Helping Students Revise Knowledge
Helping students Engage in Cognitively Complex Tasks	Generation and Testing
Conditions for Learning	
Using Formative Assessment to Track Progress	2 – Tracking Student Progress
Providing Feedback and Celebrating Success	2 - Tracking Student Progress 3 - Celebrating Success
Organizing Students to Interact with Content	7 – Organizing Students to Interact with New Content
	15 – Organizing Students to Practice and Deepen Knowledge
	21 – Organizing Students for Cognitively Complex Tasks
	23 — Froviding Resources and Salidance for Cognitively Complex Tasks
Establishing and Acknowledging Adherence to	4 – Establishing Classroom Routines
Rules and Procedures	5 – Organizing the Physical Layout of the Classroom
	33 – Demonstrating "Withitness"
	34 – Applying Consequences for Lack of Adherence to Rules and
	Procedures Reference to Rules and Procedures
	CO TOMICADITO TAMICA CITATION CONTROL CO



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Osing Engagement of ategies	24 - Noticing When students are Note Engaged
	26 Managing Passage Patro
	26 – Wanaging 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 of Intriguing Information
Establishing and Maintaining Effective	36 – Understanding Students' Interests and Backgrounds
Relationships in a Student-Centered Classroom	37 – Using Verbal and Nonverbal Behaviors that Indicate Affection
	for Students
	38 – Displaying Objectivity and Control
Communicating High Expectations for Each	39 – Demonstrating Value and Respect for Low Expectancy Students
Student to Close the Achievement Gap	40 – Asking Questions of Low Expectancy Students
	41 – Probing Incorrect Answers with Low Expectancy Students
Professional Responsibilities	
Adhering to School/District Policies and	59 – Adhering to District and School Rules and Procedures
Procedures	60 – Participating in District and School Initiatives
Maintaining Expertise in Content and Pedagogy	50 – Identifying Areas of Pedagogical Strength and Weakness
	51 – Evaluating the Effectiveness of Individual Lessons and Units
	52 – Evaluating the Effectiveness of Specific Pedagogical Strategies
	and Behaviors
	53 – Developing a Written Growth and Development Plan
	54 – Monitoring Progress Relative to the Professional Growth and
	Development Plan
Promoting Teacher Leadership and	55 – Promoting Positive Interactions with Colleagues
Collaboration	56 – Promoting Positive Interactions about Students and Parents
	57 – Seeking Mentorship for Areas of Need or Interest
	58 – Mentoring Other Teachers and Sharing Ideas and Strategies

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

Standards-Based Planning

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

DQ 1 and Domain 2



DQ 1, 5, 6, 7, 8, 9

Conditions for Learning

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

Standards-Based Instruction

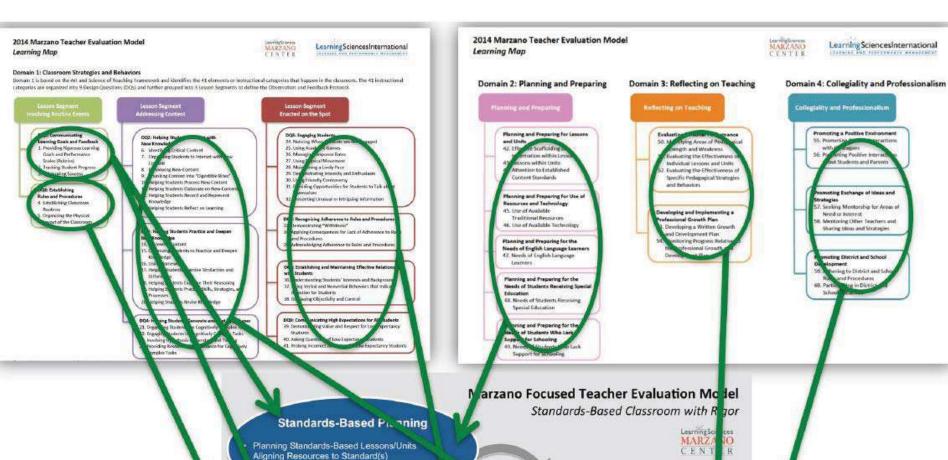
- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences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

DQ 2, 3, 4

Domains 3 and 4

Professional Responsibilities

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



CENT

Conditions for Learning

Using Formative Assessment to Track Progress

Planning to Close the Achievement Gap Using Little

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

Standards-Based Instruction

- Identifying Critical Content from the Standards
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Professional Responsibilities

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Planning Standards-Based Lessons/Units

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

Desired Effect: Teacher provides evidence of implementing lessons/units earning targets embedded in a performance scale. plans aligned to grade level standard(s) using

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

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

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





Aligning Resources to Standard(s)

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

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

its	resources for use in	Ioriai	s not	Not Using (0)	aligned to grade level			☐ Planned student assig	resources at the appropriate of the resources at the appropriate of the resources at the appropriate of the	□ Planned student assig	 Discussion boards 	• Wikis	 Social networking sites 	 One-to-one computers 	 Voting technologies 	 Response systems 		☐ Digital resources are appropri	Primary source many sourc	lext books	☐ Traditional resources	Example Implementation Evidence		the content (i.e. cultur	☐ When appropriate, pla	 Discussion boards 	• Wikis	 Social networking sites 	One-to-one computers	 Voting technologies 	 Response systems 	 Interactive whiteboards 	☐ Plans identify how ava			appropriate level of te	=
based units and	use in standards-		Teacher plan includes	Beginning (1)	aligned to grade level standards (e.g. PLC notes,	Planned resources include those specific to students' culture	matics	Planned student assignments/work require reasonin	Inments/work Incorporate	nments/work incorporate	S		sites	uters	es	าร	oards	Digital resources are appropriately aligned to grade level standards	ptoriole		Traditional resources are appropriately aligned to grade level standards	Evidence	mentor, etc. to implement the unit or lesson plan	the content (i.e. cultural and ethnic resources) When appropriate, plans identify how to use hu	ins identify resources with	S		siles	uters	es	าร	oards	Plans identify how available technology will be used	fiction text	Plans integrate a variety of text types (structures)	appropriate level of text complexity to implement the unit or lesson plan	see traditional resources
based units and	use in standards-	digital resources for	Teacher plan includes	Developing (2)	is, emails, blogs, sample units, discussion group	dents' culture		soning and explaining, mر	the use of a variety of tea	the use of traditional and								rade level standards			to grade level standards		n	man resources, such as	nin the community that wi								used	tion to be applied	is)	nt the unit or lesson plan	and as toxt books manin
and lessons and	standards-based units	resources for use in	Teacher plan includes	Applying (3)	aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)			Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and	Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity.	Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the													7	the content (i.e. cultural and ethnic resources) When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor	When appropriate, plans identify resources within the community that will be used to enhance students' understanding of											appropriate level of text complexity to implement the unit or lesson plan	oulativos primary source n
traditional and/or	implementing	of including and	Teacher helps others	Innovating (4)	supporting resources		•	eing structure and	es and nonliction) and	facilitate learning of the														onal_one-on-one tutor	lents' understanding of											וומנפוומוס, פנכ. מנ נוופ	paterials at at the

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	and lessons			
	standards-based units			
units and lessons	to support teaching			
standards-based	and/or digital resources			
support teaching	implementing traditional		support the lesson.	
digital resources to	provides evidence of	lessons.	lessons that do not	and lessons.
traditional and/or	and lessons and	based units and	based units and	standards-based units
implementing	standards-based units	use in standards-	use in standards-	resources for use in
of including and	resources for use in	digital resources for	digital resources for	and/or digital
by sharing evidence	traditional and/or digital	traditional and/or	traditional and/or	include traditional
Teacher helps others	Teacher plan includes	Teacher plan includes	Teacher plan includes	Teacher plan does not
Hillovatily (#)	Applying (a)	Developing (z)	pegiiiiig (1)	Mor Carrie (o)





Planning to Close the Achievement Gap Using Data

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

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

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☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education	used to select that accommodation	Plans specify accommodations and/or adaptations for individual EL or groups of students, and cite the data and rationale	☐ Plans include a process for helping students track their individual progress on learning targets

Plans specify accommodations and/or adaptations for students who appear to have little support for schooling according to the Individualized Education Plan (IEP)

Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other Plans include potential instructional adjustments that could be made based on student evidence/data

□ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
□ Productive changes are made to lesson plans in response to formative assessment (monitoring)
□ A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence resources required for class)

ı	
(e.g. EL, gifted, etc.) at the appropriate grade level targets	Planr

Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets

support for schooling Planned student assignments/work show students track their individual progress on learning targets

Formative and summative measures indicate individual and class progress towards learning targets and modifications

Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement Information about student progress is regularly sent home essons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

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





Identifying Critical Content from the Standards (Required evidence in every lesson)
Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

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

As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect	Teacher uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical	Teacher uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
	☐ Modify the task☐ Provide additional resources	r technique	Reteach or use a new teacher technique Reorganize groups Utilize peer resources	□ Reteach or use a new□ Reorganize groups□ Utilize peer resources
many students	Example Adaptations a teacher can make after monitoring student evidence and determining how many demonstrate the desired learning	can make after monitoring stud ¹ 9	Example Adaptations a teacher codemonstrate the desired learning	Example Adapt demonstrate th
	ical content ific to their culture	Explain purpose and unique characteristics of key concepts/critical content Explain applicable mathematical practices in critical content When appropriate, responses involve explanatory content specific to their culture	pose and unique c dicable mathemati opriate, responses	☐ Explain pur
		Student-generated notes focus on critical content Responses to questions focus on critical content	nerated notes focu to questions focus	☐ Student-ger☐ Responses
	cket)	Student conversation in groups focus on critical content Generate short written response (i.e. summary, entrance/exit ticket) Create nonlinguistic representations (i.e. diagram, model, scale)	iversation in group hort written respon linguistic represen:	☐ Student cor☐ Generate st☐ Create non!
echnique.)	□ Use Questioning Sequences to monitor that students know what content is important □ Use Questioning Sequences to monitor that students know what content is important Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)	Use Questioning Sequences to monitor that students know what content is important use Questioning Sequences to monitor that students know what content is important imple Student Evidence of Desired Effect (Percent of students who demonstrate aclents know what content is important. Student evidence is obtained as the teacher use	oning Sequences to the control of the content is important to the content is included to the conte	☐ Use Questic Example Stude students know w
rtant	Use a Group Activity to monitor that students know what content is important Use Student Work (Recording and Representing) to monitor that students know what content is important Use All Response Methods to monitor that students know what content is important	Use a Group Activity to monitor that students know what content is important Use Student Work (Recording and Representing) to monitor that students know what content is important.	p Activity to monite It Work (Recording	☐ Use a Grou☐ Use Studen☐
ontent	 Use verbal/visual cueing Use storytelling and/or dramatic instruction Use storytelling and/or dramatic instruction Model how to identify meaning and purpose in a text Ensure text complexity aligns to the critical content When appropriate, use cultural examples to connect learning activities to the learning target/critical content Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson) 	Use verbal/visual cueing Use storytelling and/or dramatic instruction Model how to identify meaning and purpose in a text Ensure text complexity aligns to the critical content When appropriate, use cultural examples to connect learning ac mple Teacher Techniques for Monitoring for Learning (Chec	Use verbal/visual cueing Use storytelling and/or dramatic instruction Model how to identify meaning and purpose Ensure text complexity aligns to the critical When appropriate, use cultural examples to mple Teacher Techniques for Monitoring	☐ Use verbal/ ☐ Use storyte ☐ Model how ☐ Ensure text ☐ When approx
	t the lesson ird(s) and non-critical content nunk' of the learning progression	Relate classroom activities to the target and/or scale throughout the lesson Identify differences between the critical content from the standard(s) and non-critical content Identify differences between the critical content from the standard(s) and non-critical content Identify differences between the critical content for each 'chunk' of the learning progression Use a scaffolding process to identify critical content for each 'chunk' of the learning progression.	sroom activities to erences between to olding process to i	☐ Relate class ☐ Identify diffe ☐ Use a scaff
	Identify a learning target aligned to the grade level standard(s) Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson Provide a learning target embedded in a scale specifying critical content from the standard(s)	Identify a learning target aligned to the grade level standard(s) Begin and end the lesson with focus on the learning target to indicate the critical content of the Provide a learning target embedded in a scale specifying critical content from the standard(s)	arning target align and the lesson with arning target emb	
	e used in the lesson)	Example Teacher Instructional Techniques (Check any technique used in the lesson)	er Instructional T	Example Teach





Previewing New Content

relates to the new content.	vities that require students to access prior knowledge as it
Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be	s make a link from what they know to what is about to be
learned.	
Example Teacher Instructional Techniques (Check any technique used in the lesson)	que used in the lesson)
☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)	rideas and new content (purpose for the new content)
 ☐ Use preview questions before instruction or a teacher-directed activity ☐ Use K-W-L strategy or variation 	ed activity
Provide advanced organizer (e.g. outline, graphic organizer)	
Use anticipation guide or other pre-assessment activity	
☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)	rt multimedia selection, simulation/demonstration,
☐ Use digital resources and/or other media to help students make linkages to new content	ake linkages to new content
	m what they know to the new content erns or structures
Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)	heck any category used in the lesson)
☐ Use a Group Activity to monitor that students can make a link from prior learning to the new content ☐ Use Student Work (Recording and Representing) to monitor that students can make a link from prior learning to the new	k from prior learning to the new content that students can make a link from prior learning to the new
	ste a link from prior learning to the new content
Use Questioning Sequences to monitor that students can make a link from prior learning to the new content by ample Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired Effect).	ake a link from prior learning to the new content
students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)	Student evidence is obtained as the teacher uses a
☐ Identify basic relationship between prior content and new content	ntent
 Explain linkages with prior knowledge in individual or group work Make predictions about new content 	v ork
Summarize the purpose for new content	
☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content	re from previous grades/lessons and current content
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning	tudent evidence and determining how many students
☐ Reteach or use a new teacher technique	☐ Modify the task
	☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was	Uses strategy	Teacher engages students in	Teacher engages	As a result of
called for but not	incorrectly or with	previewing activities that	students in previewing	monitoring all students
exhibited.	parts missing.	require students to access	activities that require	the teacher intentionally
		prior knowledge as it relates	students to access prior	plans and integrates
		to the new content, but less	knowledge as it relates to	multiple strategies or
		than the majority of students	the new content.	behaviors associated
		are displaying the desired		with this element; or the
		effect in student evidence at	The desired effect is	teacher adapts strategies
		the taxonomy level of the	displayed in the majority	to meet the specific needs
		critical content.	of student evidence at the	of students to ensure
			taxonomy level of the	the desired effect is
			critical content.	evident in all students.





Helping Students Process New Content

☐ Modify task to appropriate chunk of content☐ Provide additional resources	☐ Reteach or use a new teacher technique☐ Reorganize groups☐ Utilize peer resources
Example Adaptations a teacher can make after monitoring student evidence and determining now many students demonstrate the desired learning	Example Adaptations a teacher can make after monitories demonstrate the desired learning
tt nd its academic language qualitative reasoning	 ☐ Make predictions about what they expect to learn next ☐ Summarize or draw conclusions from complex text and its academic language ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning
t in groups o or written work	 □ Discuss and answer questions about the new content in groups □ Generate conclusions about the new content in group or written work □ Actively discuss the new content in groups □ Summarize or paraphrase the just learned content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)	Example Student Evidence of Desired Effect (Percent students can summarize and generate conclusions about monitoring technique.)
Use All Response Methods to monitor that students can summarize and generate conclusions about the content Use Questioning Sequences to monitor that students can summarize and generate conclusions about the content	Use All Response Methods to monitor that students on the Use Questioning Sequences to monitor that students
Use a Group Activity to monitor that students can summarize and generate conclusions about the content Use Student Work (Recording and Representing) to monitor that students can summarize and generate conclusions	☐ Use a Group Activity to monitor that students can summarize and generate conclusions about the content ☐ Use Student Work (Recording and Representing) to monitor that students can summarize and generate conclusions.
ning (Check any category used in the lesson)	Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)
y mathematical concepts it based on student evidence and feedback	☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback
cepts	☐ Facilitate group members in summarizing and/or generating conclusions ☐ Facilitate the conceptual understanding of critical concepts
	Verbal summarizingQuestioning
	Paraphrasing
	 Predictions Associations
active processing	☐ Use informal strategies to engage group members in active processing
	 Reciprocal teaching Concept attainment
	 Jigsaw
	 ☐ Break content into appropriate chunks ☐ Employ formal group processing strategies
/ technique used in the lesson)	Example Teacher Instructional Techniques (Check any technique used in the lesson)
content during interactions with other students.	content during interactions with other students.
students can summarize and generate conclusions about the new	Dosirad Effect: Evidence (formative data) demonstrates
Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new	Focus Statement: Teacher systematically engages stude

Not Using (0)	Not Using (0) Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was	Uses strategy	Teacher systematically	Teacher systematically	As a result of monitoring
called for but	incorrectly or	engages student groups in	engages student groups in	all students, the teacher
not exhibited.	with parts	processing and generating	processing and generating	intentionally plans and
	missing.	conclusions about new	conclusions about new	integrates multiple strategies
		content, but less than the	content.	or behaviors associated with
		majority of students are		this element; or the teacher
		displaying the desired effect	The desired effect is displayed	adapts strategies to meet the
		in student evidence at the	in the majority of student	specific needs of students to
		taxonomy level of the critical	evidence at the taxonomy level	ensure the desired effect is
		content.	of the critical content.	evident in all students.





Using Questions to Help Students Elaborate on Content
Focus Statement: Teacher uses a linear sequence of increasingly complex questions that require students to critically think about the content.

□ Rephrase questions/scaffold questions
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning
☐ Discussions are grounded in evidence from text, both literary and informational ☐ Discussions and student work provide evidence of mathematical elaboration
☐ Identify basic relationships between ideas and how one idea relates to another ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences ☐ Discussions demonstrate at ideate can make well supported elaborative inferences
☐ Provide evidence and support for elaborations
☐ Answer detail questions about the content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique.)
☐ Use All Response Methods to monitor that students accurately elaborate on content ☐ Use Questioning Sequences to monitor that students accurately elaborate on content
☐ Use Student Work (Recording and Representing) to monitor that students accurately elaborate on content
☐ Use a Group Activity to monitor that students accurately elaborate on content
Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)
☐ Model processes and proficiencies to support mathematical elaboration
☐ Model the process of using evidence to support elaboration
☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)
☐ Ask category questions
_
☐ Use a linear sequence of increasingly complex questions as it relates to the content (text)
Example Teacher Instructional Techniques (Check any technique used in the lesson)
Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.





Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.	ent that highlights the cumulative nature of the content.
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content	now the previously taught critical content.
Example Teacher Instructional Techniques (Check any technique used in the lesson)	used in the lesson)
☐ Begin lesson with a brief review of previously taught content	
☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea	bs between ideas and consciously analyze how one idea
Brief summary	
 Problem that must be solved using previous information 	
 Questions that require a review of content 	
 Demonstration 	
 Brief practice test or exercise 	
 Warm-up activity 	
☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processesses.	of previously taught processes
Example Teacher Techniques for Monitoring for Learning (Check any category used in the Tesson)	k any category used in the lesson)
	ly taught critical content
☐ Use Response Methods to monitor that students know the previously taught critical content	pusly faught critical content
	previously taught critical content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that	who demonstrate achievement of the desired effect that
students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique.)	e is obtained as the teacher uses a monitoring
☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another	consciously analyze how one idea relates to another
☐ Summarize the cumulative nature of the content	
	ous content (e.g. artifacts, pretests, warm-up activities)
□ Demonstrate increased fluency and/or accuracy of previously taught processes	ught processes
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning	ent evidence and determining how many students
 □ Reteach or use a new teacher technique □ Reorganize groups □ Utilize peer resources 	☐ Modify task☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called	Uses strategy	Teacher engages	Teacher engages	As a result of monitoring
for but not exhibited.	incorrectly or with	students in a brief	students in a brief review	all students, the teacher
	parts missing.	review of content that	of content that highlights	intentionally plans and
		highlights the	the cumulative nature of	integrates multiple strategies
		cumulative nature of	the content.	or behaviors associated
		the content, but less		with this element; or the
		than the majority of	The desired effect is	teacher adapts strategies
		students are displaying	displayed in the majority	to meet the specific needs
		the desired effect in	of student evidence at	of students to ensure the
		student evidence at the	the taxonomy level of the	the desired effect is
		taxonomy level of the	critical content.	evident in all students.
		critical content.		





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

trates students develop automaticity with skills, strategies.

	Strategy was called for but not exhibited.	Not Using (0)	□ Reteach or use a new□ Reorganize groups□ Utilize peer resources	Example Adapted emonstrate the	□ Execute or □ Execute or □ Artifacts (i.e. □ Explanatior □ Use problet □ Demonstrat □ Explain how	Example Student Evi students develop autor monitoring technique.)	processes ☐ Use Respo	□ Use a Grou□ Use Studer	Example Teach		• Indepe	strategy, or processGuided practice		☐ Model how ☐ Model math	Example Teach	בי ביים ביים ביים ביים
	incorrectly or with parts missing.	Beginning (1)	Reteach or use a new teacher technique Reorganize groups Utilize peer resources	Example Adaptations a teacher condemonstrate the desired learning	perform the skill, sperform the skill, sperfor	nt Evidence of D p automaticity with nique.)	nse Methods to m	ιρ Activity to monit ιt Work (Recording	າer Techniques fo	Provide opportunity for students to increa Provide opportunity for students to refine Provide opportunity for students to increa	ndent practice if sents to generate a	process practice if studen	to reason, problen dents in massed a	Model how to execute the skill Model mathematical practices	ner Instructional	באומכווכם (וסווומו
students are displaying the desired effect in student evidence at the taxonomy level	when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of	Developing (2)	r technique	can make after monitoring stude ¹ 9	Execute or perform the skill, strategy, or process with increased confidence Execute or perform the skill, strategy, or process with increased competence Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are Explanation of mental models reveals understanding of the strategy or process Use problem-solving strategies based on their purpose and unique characteristics Demonstrate deepening of knowledge and/or increasing accuracy through group interactions Explain how the use of a problem-solving strategy increased fluency and/or accuracy	esired Effect (Percent of students	onitor that students develop automato monitor that students develop au	or that students develop automatici y and Representing) to monitor that	Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)	Provide opportunity for students to increase fluency and accuracy	 Independent practice if students can perform the skill, strategy, or process independently Guide students to generate and manipulate mental models for skills, strategies, and processes 	legy, or process Guided practice if students cannot perform the skill, strategy, or process independently	Model how to reason, problem solve, use tools, and generalize Engage students in massed and distributed practice activities that	Model how to execute the skill, strategy, or process Model mathematical practices	Example Teacher Instructional Techniques (Check any technique used in the lesson)	ואפ ממנמ) מפוווטוופנומנפס פנמפרונס מפ
The desired effect is displayed in the majority of student evidence at the taxonomy level of the	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.	Applying (3)	☐ Modify task☐ Provide additional resources	nt evidence and determining how	confidence competence w fluency and accuracy are increasir yey or process se characteristics y through group interactions ncy and/or accuracy	who demonstrate achievement of the substract is obtained as the test dent evidence is obtained as the test of the substract o	aticity with skills, strategies, or procedomaticity with skills, strategies, or p	ty with skills, strategies, or processestudents develop automaticity with s	any category used in the lesson)	ત્યાીક, strategies, and processes ગ્રy encountering a task or problem in	gy, or process independently ills, strategies, and processes	, or process independently	at are appropriate to their current abi		used in the lesson)	Exhance (minanya data) denimbra des sudents develop adminanty with skins, sudregies, o
to meet the specific needs of students to ensure the desired effect	As a result or monitoring all students, the teacher intentionally plans and integrates multiple strate or behaviors associated with this element; or the teacher adapts strategie teacher adapts strategie	Innovating (4)		many students		e desired effect that acher uses a	rocesses	s skills, strategies, or		a different context			lity to execute a skill,			les, or processes.
ed in	•			Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning		Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique.)	processes Use Response Methods to monitor that students develop automaticity with skills, strategies, or processes Use Questioning Sequences to monitor that students develop automaticity with skills, strategies, or processes	Use a Group Activity to monitor that students develop automaticity with skills, strategies, or processes Use Student Work (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or	any category used in the lesson)	lls, strategies, and processes y encountering a task or problem in a differ	y, or process independently lls, strategies, and processes	or process independently	Model how to reason, problem solve, use tools, and generalize Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill,			used in the lesson)

of the critical content.

critical content

is evident in all students.





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

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

Not Using (0) Strategy was called for but not exhibited.	□ Reteach or use a new □ Reorganize groups □ Utilize peer resources	□ Comparison and □ Analogy and/or □ Response to qu □ Make conclusio □ Present evidenc □ Artifacts/studen □ Artifacts/studen □ and differences	Example Studen student knowledg teacher uses a m	☐ Use All Resp differences ☐ Use Question differences	☐ Use a Group☐ Use Studentsimilarities a	Example Teache		□ Use classifyii □ Use analogy □ Use metapho □ Use culturallii □ Use activities □ Use activities	similarities and differences Example Teacher Instruc Use comparison activi
Beginning (1) Uses strategy incorrectly or with parts missing.	■ Reteach or use a new teacher technique Reteach or use a new teacher technique Reorganize groups Utilize peer resources	and classification /or metaphor artife questions indicate sions after examire ence to support the lent work examinile lent work indicate ses	Example Student Evidence of Desir student knowledge of content is deepe teacher uses a monitoring technique.)	onse Methods to ning Sequences to	Use a Group Activity to monito Use Student Work (Recording similarities and differences	er Techniques for	Ask students to summarize who Ask students to linguistically an Ask students to explain how the Ask students to make conclusionable and make students to look for and make the use of digital and similarities and differences	ng activities to exam activities to exam activities to examor activities to exa y relevant activities to identify basic to generate and	ifferences. Instructional T son activities to ex
When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	an make arrer monitoring studi technique	Comparison and classification artifacts indicate deeper understanding of content Analogy and/or metaphor artifacts indicate deeper understanding of content Response to questions indicate examining similarities and differences has deepe Make conclusions after examining evidence about similarities and differences Present evidence to support their explanation of similarities and differences Artifacts/student work examining similarities and differences involve culturally rel Artifacts/student work indicate students have used digital and traditional resource and differences	sired Effect (Percent of students epened by examining similarities e.)	monitor that student knowledge on monitor that student knowledge	r that student knowledge of conte and Representing) to monitor tha	· Monitoring for Learning (Chec	Ask students to summarize what they have learned from the activity Ask students to linguistically and nonlinguistically represent similarities and differences Ask students to explain how the activity has added to their understanding Ask students to make conclusions after the examination of similarities and differences Ask students to look for and make use of mathematical structure to recognize similaritie Facilitate the use of digital and traditional resources to find credible and relevant inform similarities and differences	Use classifying activities to examine similarities and differences Use analogy activities to examine similarities and differences Use metaphor activities to examine similarities and differences Use culturally relevant activities to help students examine similarities and differences Use activities to identify basic relationships between ideas that deepen knowledge to Use activities to generate and manipulate mental images that deepen knowledge to	similarities and differences. Example Teacher Instructional Techniques (Check any technique used in the lesson) Use comparison activities to examine similarities and differences
When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Example Adaptations a teacher can make after monitoring student evidence and determining now many demonstrate the desired learning ☐ Reteach or use a new teacher technique ☐ Reorganize groups ☐ Utilize peer resources	Comparison and classification artifacts indicate deeper understanding of content Analogy and/or metaphor artifacts indicate deeper understanding of content Response to questions indicate examining similarities and differences has deepened understanding of content Make conclusions after examining evidence about similarities and differences Present evidence to support their explanation of similarities and differences Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences	Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)	Use All Response Methods to monitor that student knowledge of content is deepened by examining similarities and differences Use Questioning Sequences to monitor that student knowledge of content is deepened by examining similarities an differences	Use a Group Activity to monitor that student knowledge of content is deepened by examining similarities and differences Use Student Work (Recording and Representing) to monitor that student knowledge of content is deepened by examinin similarities and differences	Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)	Ask students to summarize what they have learned from the activity Ask students to linguistically and nonlinguistically represent similarities and differences Ask students to explain how the activity has added to their understanding Ask students to make conclusions after the examination of similarities and differences Ask students to look for and make use of mathematical structure to recognize similarities and differences Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences	classifying activities to examine similarities and differences analogy activities to examine similarities and differences metaphor activities to examine similarities and differences culturally relevant activities to help students examine similarities and differences activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences	used in the lesson)
As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.	low many students	ng of content hen appropriate mination of similarities	f the desired effect that e is obtained as the	ng similarities and ning similarities and	llarities and differences deepened by examining		erences	nilarities and differences	





Helping Students Examine Their Reasoning

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

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide





Helping Students Revise Knowledge

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

previous knowledge that deepen their understanding

Example Teacher Instructional Teacher Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to

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Example Teacher Instructional Techniques (Check any technique used in the lesson)
☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
□ Prompt students to summarize and defend how their understanding has changed
☐ Guide students to identify alternative ways to execute procedures
☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as

knowledge I like All Response Methods to monitor that students deepen understanding by revising their knowledge	□ Use Student Work (Recording and Representing) to monitor that students deepen understanding by revising their	☐ Use a Group Activity to monitor that students deepen understanding by revising their knowledge
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examining their reasoning or examining similarities and differences

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

□ Use All Response Methods to monitor that students deepen understanding by revising their knowledge
□ Use Questioning Sequences to monitor that students deepen understanding by revising their knowledge **Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)

☐ Modify task	☐ Reteach or use a new teacher technique
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning	Example Adaptations a teacher can make after mondemonstrate the desired learning
neralizations about patterns seen in the content	$\ \square \ $ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
procedures	☐ Revisions demonstrate alternative ways to execute procedures
ntent	Explain previous errors or misconceptions about content
ation previously recorded about content	☐ Groups make corrections and/or additions to information previously recorded about content
essay, notes, position papers, graphic organizers)	☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)

☐ Utilize peer resources

Provide additional resources

		exhibited. parts missing.	for but not incorrectly or with	Strategy was called Uses strategy	Not Using (0) Beginning (1)
the majority of students are	errors and misconceptions as well as adding new information, but less than	knowledge by correcting	vith in revision of previous	Teacher engages students	(1) Developing (2)
re information.		previous knowledge by	students in revision of	ts Teacher engages	Applying (3)
element; or the teacher	integrates multiple strategies or behaviors associated with this	intentionally plans and	all students, the teacher	As a result of monitoring	Innovating (4)





Helping Students Engage in Cognitively Complex Tasks

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

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

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• A 550000 ± 10000	A proposition	☐ Based on the prior content and learning, model, coach, and support the process of generating and testing	Example Teacher Instructional Techniques (Check any technique used in the lesson)

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

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

- Use a Group Activity to monitor that students prove or disprove the proposition, theory or hypothesis
- hypothesis Use Student Work (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or
- students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that

Use Questioning Sequences to monitor that students prove or disprove the proposition, theory, or hypothesis

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

Reorganize groups

Utilize different coaching/facilitation techniques

Utilize peer resources

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

Modify task

Provide additional resources

not exhibited.
not exhibited. with parts missing.
tasks that require experimenting wit
experimenting with the use of use of the
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thoir knowledge by gonoroting gonoroting

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	Applying	
	(3)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was	Uses strategy	Teacher coaches and	Teacher coaches and supports	As a result of monitoring
called for but	incorrectly or	supports students in complex	students in complex tasks that	all students, the teacher
not exhibited.	with parts	tasks that require	require experimenting with the	intentionally plans and
	missing.	experimenting with the use of	use of their knowledge by	integrates multiple
		their knowledge by generating	generating and testing a	strategies or behaviors
		and testing a proposition, a	proposition, a theory, and/or a	associated with this
		theory and/or a hypothesis,	hypothesis.	element; or the teacher
		but less than the majority of		adapts strategies to
		students are displaying the	The desired effect is displayed in	meet the specific needs
		desired effect in student	the majority of student evidence	of students to ensure
		evidence at the taxonomy	at the taxonomy level of the	the desired effect is
		level of the critical content.	critical content.	evident in all students.





Using Formative Assessment to Track Progress

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

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

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

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

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S	ing
status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)	their status on the learning targets usin
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e	ts .
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- Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- Demonstrate autonomy in providing evidence of progress on learning targets Responses to formative assessment may involve cultural content

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

☐ Utilize peer resources ☐ Modify task ☐ Provide additional resources	
	☐ Utilize peer re
☐ Provide additional resources	
	☐ Provide addit

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called	Uses strategy	Teacher uses formative	Teacher uses formative	As a result of monitoring al
for but not	incorrectly or with	assessment to facilitate	assessment to facilitate	students, the teacher intentionally
exhibited.	parts missing.	tracking of student	tracking of student	plans and integrates multiple
		progress on one or	progress on one or	strategies or behaviors asspciated
		more learning targets,	more learning targets.	with this element; or the teacher
		but less than the		adapts strategies to meet the
		majority of students are	The desired effect is	specific needs of students to
		displaying the desired	displayed in the majority ensure	ensure the desired effect is
		effect) f) f : d) 5 f)	evident in all students.





Providing Feedback and Celebrating Progress

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

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

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

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

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

demonstrate the desired effect

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was	Uses strategy	Teacher provides	Teacher provides feedback	As a result of monitoring
called for but not	incorrectly or with	feedback to students	to students regarding their	all students, the teacher
exhibited.	parts missing.	regarding their formative	formative and summative	intentionally plans and
		and summative progress	progress as it relates to	integrates multiple strategies
		as it relates to learning	learning targets and/or unit	or behaviors associated
		targets and/or unit goals,	goals.	with this element; or the
		but less than the majority		teacher adapts strategies to
		of students are displaying	The desired effect is	meet the specific needs of
		the desired effect.	displayed in the majority of students to ensure the desired	students to ensure the d
				effect is evident in all students





☐ Explain individual student and/or group thinking about the content ☐ Take responsibility for the learning of peers Example Adaptations a teacher can make after monitoring student evidence and determining how many students **Organizing Students to Interact with Content** demonstrate the desired effect students process content as a result of group organization. Student evidence is obtained during group activities and/or student **Example Student Evidence of Desired Effect** (Percent of students that demonstrate achievement of the desired effect that Example Teacher Instructional Techniques (Check any technique used in the lesson) complex) as a result of group organization. **Desired Effect:** Evidence (formative data) demonstrates students process content (i.e. new, going deeper, **Focus Statement:** Teacher organizes students into appropriate groups to facilitate the learning of content. Use various group processes and activities to reflect the taxonomy level of the learning targets Reorganize groups Utilize peer resources Work within groups with an organized purpose Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity) Add their perspectives to discussions Actively ask and answer questions about the content (i.e. assignments or tasks) Interact responsibly and respectfully critique the reasoning of others Avoid negative thinking Exhibit awareness of the power of interpretations Establish routines for student grouping and interaction for the expressed purpose of processing content Generate clarifying questions about the content Appear to know how to handle controversy and conflict resolution Provide guidance on one or more conative skills Utilize assignments or tasks at the appropriate taxonomy level of content Provide guidance on one or more cognitive skills appropriate for the lesson Provide guidance regarding group interactions and critiquing the reasoning of others lake various perspectives Handling controversy and conflict resolution Interacting responsibly Taking various perspectives Avoiding negative thinking Becoming aware of the power of interpretations Provide additional resources Modify task cognitively

	all students.	majority of students.			
is evident in	desired effect is evident in	displayed in the			
ensure the	of students to ensure the	The desired effect is	effect.		
to meet the specific needs of	to meet the sp		displaying the desired		
or the teacher adapts strategies	or the teacher	content.	majority of students are		
associated with this element;	associated w	processing of	but less than the		
strategies or behaviors	multiple strat	facilitate the	processing of content,		
intentionally plans and integrates	intentionally I	appropriate groups to	groups to facilitate the	parts missing.	
teacher	students, the teacher	students into	students into appropriate	incorrectly or with	but not exhibited.
As a result of monitoring all	As a result o	Teacher organizes	Teacher organizes	Uses strategy	Strategy was called for
Innovating (4)	Innova	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)





acknowledge students who adhere to rules and procedures. Establishing and Acknowledging Adherence to Rules and Procedures
Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and

or behaviors associate this element; or the tea	acknowledge students who adhere to rules and	acknowledge students who adhere to rules and	S S S S S S S S S S S S S S S S S S S		
intentionally plans and	facilitate students working	facilitate students working	with parts	not exhibited.	
all students, the teache	rules and procedures that	rules and procedures that	incorrectly or	Strategy was called for but	
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	
		f the classroom	Reorganize physical layout of the classroom	□ Reorganize	
			Seek additional student input		
			Modify rules and procedures	☐ Modify rule:	
ow many students	ent evidence and determining h	Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect	Example Adaptations a teacher demonstrate the desired effect	Example Adapt demonstrate th	
	naterials	Respond appropriately to teacher direction and/or guidance regarding rules and procedures Move purposefully about the classroom and efficiently access materials	ppropriately to tea	☐ Move purpo	
	s on the back of his/her head"	Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"	e teacher as "awa	☐ Describe th	
	dassroom ds	Explain how the individuality of each student is honored in the classroom Describe the teacher as fair and responsive to individual students	w the individuality he teacher as fair a	Explain hovDescribe th	
		Interact responsibly with teacher and other students	ponsibly with teac		
		Self-regulate behavior while working in groups Recognize that the teacher is aware of their behavior	Self-regulate behavior while working in groups Recognize that the teacher is aware of their be	☐ Self-regulat	
		Recognize cues and signals by the teacher Self-regulate behavior while working individually	Recognize cues and signals by the teacher Self-regulate behavior while working individ		
		Explain classroom rules and procedures Describe the classroom as an orderly and safe environment	Explain classroom rules and procedures Describe the classroom as an orderly ar		
		class -	Follow clear routines during class	□ Follow clea	
the desired effect activities and/or st	s that demonstrate achievement of evidence is obtained during group	Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)	ant Evidence of D and follow classroo	Example Stude students know a work.)	
S	roups and easy access to material	Organize physical layout of the classroom to facilitate work in groups and easy access to materials	hysical layout of th	□ Organize pl	
	ules and procedures	Recognize and/or acknowledge students or groups who follow rules and procedures	and/or acknowled	□ Recognize	
		ss" behaviors	Consistently exhibit "withitness" behaviors	☐ Consistently	
	nmediately	Recognize potential sources of disruption and deal with them immediately Proactively address inflammatory situations	Recognize potential sources of disruption au	□ Recognize	
		Scan the entire room, making eye contact with each student	ntire room, making	☐ Scan the er	
	9Q	Provide cues or signals when a rule or procedure snould be used Physically occupy all quadrants of the room	Physically occupy all quadrants of the room	☐ Provide cue	
	-	Ask students to restate or explain rules and procedures	ts to restate or ex	_	
	dures to ensure equity	Use classroom meetings to review and process rules and procedures to ensure equity Remind students of rules and procedures	Use classroom meetings to review and pr Remind students of rules and procedures	☐ Use classro ☐ Remind stu	
ve classroom	es to develop a culturally responsive	Involve students in designing classroom routines and procedures to develop a culturally responsive classroom Actively teach student self-regulation strategies	dents in designing ach student self-re		
	יייייייייייייייייייייייייייייייייייייי				
	s used in the Jesson)	racilitate learning) as a result of teacher acknowledgment. Example Teacher Instructional Techniques (Check any technique used in the Jesson)	g) as a result of te	Fxample Teach	
nd procedures (to	now and follow classroom rules ar	Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to	Evidence (format	Desired Effect:	

	is evident in all students.	in the majority of students.			
	to ensure the desired effect	The desired effect is displayed	displaying the desired effect.		
ıts	the specific needs of students		majority of students are		
	adapts strategies to meet	procedures.	procedures, but less than the		
•	this element; or the teacher	adhere to rules and	adhere to rules and		
5	or behaviors associated with	acknowledge students who	acknowledge students who		
ű	integrates multiple strategies	cooperatively and	cooperatively and	missing.	
	intentionally plans and	facilitate students working	facilitate students working	with parts	not exhibited.
	all students, the teacher	rules and procedures that	rules and procedures that	incorrectly or	called for but
	As a result of monitoring	Teacher establishes classroom	Teacher establishes classroom	Uses strategy	Strategy was
		0 0			





□ Vary resources	☐ Reorganize groups ☐ Modify task
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect	Example Adaptations a teacher can make after mon demonstrate the desired effect
ely engaged in the critical content	☐ Artifacts/student work indicate students are cognitively engaged in the critical content
stions posed by the teacher	Multiple students or the entire class respond to questions posed by the teacher
	☐ Engage in the critical content with enthusiasm
sed on critical content	☐ Talk with groups or in response to questions is focused on critical content
h levels of cognitive engagement	☐ Student-centered tasks and processes produce high levels of cognitive engagement
cing students' level of engagement	
	and/or student work.)
students cognitively engage or re-engage as a result of teacher action. Student evidence is obtained during group activities	students cognitively engage or re-engage as a result of
content	☐ Present unusual or intriguing information about the content
	connections)
Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural	Provide opportunities for students to talk about the
	☐ Use friendly controversy
ent	 Demonstrate intensity and enthusiasm for the content
	Use crisp transitions from one activity to another
	☐ Maintain a lively pace
	☐ Use physical movement
	☐ Manage response rates
	☐ Use academic games
students	□ Take action or use specific strategies to re-engage students
irly technique used in the tessor)	Example Teacher Illistructional Techniques (Check any technique used in the lesson)
	action.
Desired Effect : Evidence (formative data) demonstrates students cognitively engage or re-engage as a result of teacher	Desired Effect: Evidence (formative data) demonstrate
Focus Statement: I eacher uses engagement strategies to cognitively engage or re-engage students with the content.	Focus Statement: Teacher uses engagement strategie
	Osing Engagement of ategles

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was	Uses strategy	Teacher uses	Teacher uses engagement	As a result of of monitoring
called for but not	incorrectly or with	engagement strategies	strategies to cognitively	all students, the teache
exhibited.	parts missing.	to cognitively engage or	engage or re-engage	intentionally plans and
		re-engage students with	students with the content.	integrates multiple strategies
		the content, but less		or behaviors associated
		than the majority of	The desired effect is	with this element; or the
		students are displaying	displayed in the majority of	teacher adapts strategies
		the desired effect in	students.	to meet the specific need:
		student evidence at the		of students to ensure the
		taxonomy level of the		desired effect is evident
		critical content.		in all students.





Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

diversity of each student. **Focus Statement:** Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.
Example Teacher Instructional Techniques (Check any technique used in the lesson)
☐ Encourage students to share their thinking and perspectives

etc.) Compliment students regarding academic and personal accomplishments

Engage in conversations with students about events in their lives outside of school

When appropriate, use humor and/or playful dialogue with students

Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, Interact with each student in the same calm and controlled fashion Remain calm in response to inflammatory situations

their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities **Example Student Evidence of Desired Effect** (Percent of students that demonstrate achievement of the desired effect that

Remain objective and in control by not demonstrating personal offense at student misconduct Celebrate students' individual diversity, uniqueness, and cultural traditions

and/or student work.)	
☐ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds	
☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher	

J	 Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher 	☐ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
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Respond positively to verbal interactions with the teacher	S.
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	Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
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Describe their teacher as respectful and responsive to the diverse needs of each student	
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Contribute to a positive classroom community through interactions with peers

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

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Ш	Ш
Seek additional resources for self and students	Seek additional input from students

Utilize peer resources

Not Using (0)	Not Using (0) Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was	Uses strategy	Teacher behaviors foster a	Teacher behaviors foster a	As a result of monitoring all
called for but	incorrectly or	sense of classroom community	sense of classroom community students, the teacher intentionally	students, the teacher
not exhibited.	with parts	by acknowledgement and	by acknowledgement and	plans and integrates multiple
	missing.	respect for the diversity of	respect for the diversity of	strategies or behaviors associated
		each student, but less than the	each student.	with this element; or the teacher
		majority of students are		adapts strategies to meet the specif
		displaying the desired effect.	The desired effect is displayed heeds of	needs of students ensure the desir
			in the majority of students.	effect is evident in all students.





Communicating High Expectations for Each Student to Close the Achievement Gap Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

 ☐ Modify questioning techniques and patterns ☐ Reorganize seating patterns and groups ☐ Reflect on student interactions and change teacher behaviors
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect
□ Model teacher behaviors that show care and respect for each classmate □ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles
☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you" ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)
☐ Probe each student to further explain their answers when they are incorrect ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles
☐ Allow students who become indstrated during questioning to collect their thoughts and have an opportunity to answer at a latter point in the lesson
☐ Ask complex questions of each student that require conclusions at the same rate and frequency ☐ Rephrase questions for each student when they provide an incorrect answer
_
differently □ Provide students with strategies to avoid negative thinking about one's thoughts and actions
☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
☐ Use methods to ensure each student is held responsible for participation in classroom activities
Example Teacher Instructional Techniques (Check any technique used in the lesson)

Not Using (0)	Not Using (0) Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was	Uses strategy	Teacher exhibits behaviors	Teacher exhibits behaviors	As a result of monitoring all
called for but	incorrectly or	that demonstrate high	that demonstrate high	students, the teacher intentionally
not exhibited.	with parts	expectations for each student	expectations for each student	plans and integrates multiple
	missing.	to achieve academic success,	to achieve academic success.	strategies or behaviors associated
		but less than the majority of		with this element; or the teacher
		students are displaying the	The desired effect is displayed adapts strategies to meet the	adapts strategies to meet the
		decired effect		specific needs of students to





Adhering to School/District Policies and Procedures
Focus Statement: Teacher adheres to school and district policies and procedures.
Desired Effect: Teacher adheres to school and district rules and procedures.
Example Teacher Evidence
□ Performs assigned duties
☐ Fulfills responsibilities in a timely manner
☐ Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)
☐ Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
□ Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.)
☐ Maintains confidentiality of colleagues, students, and families
☐ Advocates for equality for each student
☐ Demonstrates personal integrity and ethics
Ilses social media appropriately

	בוככמענומט.			
	procedures			
	district policies and			
	adhere to school and			
and procedures.	articulates how they			procedures.
and district policies	procedures and	procedures.	procedures.	policies and
how to support school	policies and	policies and	district policies and	school and district
by sharing evidence of	school and district	school and district	adheres to school and	attempt to adhere to
Teacher helps others	Teacher adheres to	Teacher adheres to	Teacher inconsistently	Teacher makes no
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)





(pedagogy). Maintaining Expertise in Content and Pedagogy

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher makes no	Teacher attempts to	Teacher continually	Teacher continually	Teacher helps others
attempt to deepen	deepen knowledge in	deepens knowledge in	deepens knowledge in	by sharing evidence of
knowledge in content	content area and	content (subject area)	content and classroom	how to develop
area and classroom	classroom instructional	and classroom	instructional strategies	expertise in content
instructional strategies.	strategies.	instructional strategies	and provides evidence	area and classroom
		(pedagogy).	of developing expertise	instructional strategies.
			in content area and	
			classroom instructional	
			strategies.	
			C	

☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning





Example Teacher Evidence Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional Focus Statement: Teacher promotes teacher leadership and a culture of collaboration. **Promoting Teacher Leadership and Collaboration** Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, Works cooperatively with appropriate school personnel to address issues that impact student learning and behaviors Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways Works to achieve school and district improvement goals Participates in school and community activities as appropriate to support students Seeks a role and participates in Professional Learning Community meetings Serves as a student advocate in the classroom, school, and community Promotes positive conversations and interactions with teachers and colleagues Documents specific situations of mentoring other teachers Serves on school and district-level committees Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families Uses multiple means and modalities to communicate with families Encourages parent involvement in classroom and school activities confidentiality, respect, flexibility, fairness, and trust Accesses available expertise and resources to support students' learning needs and families

	professional learning.			
	wide culture of			
	promoting a school-			
	as a teacher and			
collaboration.	promoting leadership			
a culture of	provides evidence of		collaboration.	collaboration.
teacher leadership and	collaboration and	collaboration.	culture of	a culture of
how to promote	a culture of	a culture of	leadership and a	teacher leadership and
by sharing evidence of	teacher leadership and	teacher leadership and	promote teacher	attempt to promote
Teacher helps others	Teacher promotes	Teacher promotes	Teacher attempts to	Teacher makes no
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)