2015 - 2016

"Building a Brighter Future"

# Gadsden County Instructional Evaluation System

Gadsden County School District
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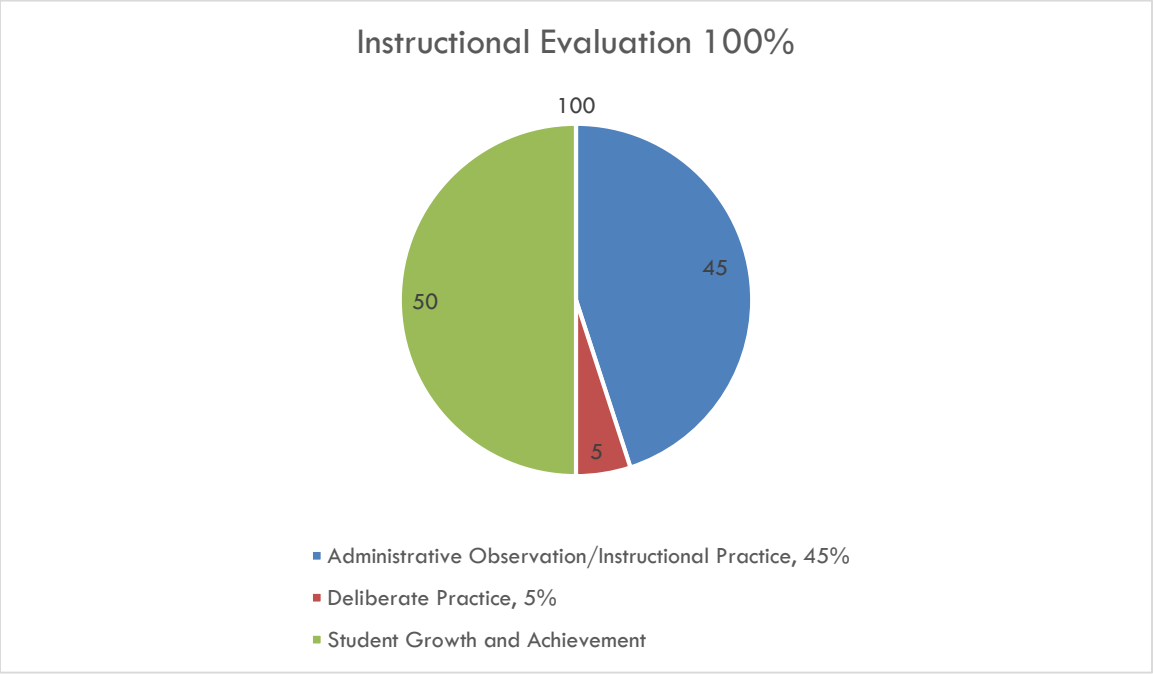
## Section 1: Performance of Students

The focus of the Gadsden County Instructional Evaluation System is on student growth and achievement outcomes and administrative observation/evaluation. Student growth and achievement outcomes will be measured by assessment data, while administrative observation/evaluation will be measured using the district's currently approved model, Marzano Teacher Evaluation Model, the Art of Science of Teaching Evaluation Framework, previously the Florida State Model of Evaluation System. Fifty percent (50%) will be based on student growth and achievement outcomes, forty-five percent (45%) will be attributed to administrative observation/evaluation which includes the deliberate practice plan score of five percent (5%). Within the first week of school and or an employee's employment, the Gadsden County Instructional Evaluation System will be explain to all instructional personnel as well as administrators. Copies will be made available on the schools' and district's websites.




All instructional personnel, including newly hired classroom teachers, evaluations will be based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.] and [Rule 6A-5.030(2)(a)2., F.A.C.]. Additionally, the district shall provide confirmation of student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available will be used. If more than three years of student performance data are used, the data representing those years will be specified. [Rule 6A-5.030(2)(a)3., F.A.C.].

Gadsden County will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

## Student Performance Measure Cut Scores:

| VAM Score Conversion | Categorical Score | = Points |
|---|---|---|
| 4 | Highly Effective | 4 |
| 3 | Effective | 3 |
| 2 | Needs Improvement/Developing | 2 |
| 1 | Unsatisfactory | 1 |

| Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document) | Categorical Score | = Points |
|---|---|---|
| 76 – 100% growth, achievement, or proficiency on any non-VAM assessment | Highly Effective | 4 |
| 51 – 75% growth, achievement, or proficiency on any non-VAM assessment | Effective | 3 |
| 26 – 50% growth, achievement, or proficiency on any non-VAM assessment | Needs Improvement/Developing | 2 |
| 0 – 25% growth, achievement, or proficiency on any non-VAM assessment | Unsatisfactory | 1 |

Concerning instructional personnel of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., VAM results will comprise at least one-half of their evaluations. [Rule 6A-5.030(2)(a)4., F.A.C.]. However, for the first evaluation of the newly hired and for both evaluations of all non-VAM instructional personnel *(those who are not classroom teachers and classroom teachers of students for courses not assessed by statewide, standardized assessments)*, the district will allow the site based principal to determine the student performance measure for use for performing the non-VAM calculation for scoring their evaluations pursuant to Rule 6A-5.030(2)(a)5., F.A.C. and Rule 6A-5.030(2)(a)6., F.A.C.

## Plan for Student Performance Measures

Student Performance Measure:

All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available will be used. [Rule 6A-5.030(2) (a) 3. F.A.C.]

For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., VAM results will comprise one-half of the evaluation Rule 6A-5.030(2)(a)4., F.A.C.].

All classroom teachers of students for courses not assessed by statewide, will be provided standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2) (a) 5. F.A.C.].

All instructional personnel who are not classroom teachers will be provided the district-determined student performance measure(s) [Rule 6A-5.030(2) (a) 6. F.A.C.].

All instructional personnel will have the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2) (f) 1. F.A.C.]

| Teaching Assignment | Performance Measure(s) for Evaluation Purposes | Percentage Associated with Final Summative Evaluation |
|---|---|---|
| Pre-Kindergarten (PK) | Florida VPK Assessment or Teaching Strategies GOLD (administered 3 times each) | 50% |
| Kindergarten (K) | i-Ready Diagnostic Assessment | 50% |
| First Grade (1) | i-Ready Diagnostic Assessment | 50% |
| Second Grade (2) | i-Ready Diagnostic Assessment | 50% |
| Third Grade (3) | FSA Mathematics/ELA | 50% |
| Fourth Grade (4) | FSA Mathematics/ELA (VAM) | 50% |
| Fifth Grade (5) | FSA Mathematics/ELA; FCAT Science NGSSS | 50% |
| Other (K-5), including non-classroom instructional personnel (for example, media specialist, reading coach, art, etc.) | FSA Mathematics/ELA or district assessment as it pertains to instructional assignment | 50% |
| Math Courses (6-8) | FSA Mathematics, FSAA, IEP learning targets, Algebra 1 EOC or Geometry EOC assessments | 50% |

| | | |
|---|---|---|
| Science Courses (8) | FCAT Science NGSSS | 50% |
| English/Language Arts/Reading Courses (6-8) | FSA ELA, Florida Comprehensive English Language Learning Assessment (CELLA), FSAA, IEP learning targets | 50% |
| Other (6-8), including non-classroom instructional personnel (for example, media specialist, reading coach, art, etc.) | FSA Mathematics/ELA or district assessment as it pertains to instructional assignment | 50% |
| Civics | Civics EOC | 50% |
| English 1 | FSA ELA, FSAA | 50% |
| English 2 | FSA ELA, FSAA | 50% |
| English 3 | District Assessment | 50% |
| English 4 | District Assessment | 50% |
| AP English Comp | AP Examination | |
| Algebra 1; Algebra 1 Honors; Algebra 1B | Algebra 1 EOC | 50% |
| Geometry; Geometry Honors | Geometry EOC | 50% |
| Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors | Biology EOC | 50% |
| United States History | United States History EOC | 50% |
| ROTC | District Assessment | 50% |
| Other (9-12), including non-classroom instructional personnel (for example, media specialist, reading coach, art, etc.) | FSA Mathematics/ELA or district assessment as it pertains to instructional assignment | 50% |
| District Non-Classroom Instructional Personnel | FSA Mathematics/ELA or district assessments as it pertains to instructional assignment | 50% |

## Section 2: Instructional Practice – District Evaluation Frameworks

### Research Base and Validation Studies on the Marzano Evaluation Model

The Gadsden County School District currently uses The Marzano Evaluation Model as their evaluation model. The Marzano Evaluation Model is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the mode can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

Domain 1: Classroom Strategies and Behaviors

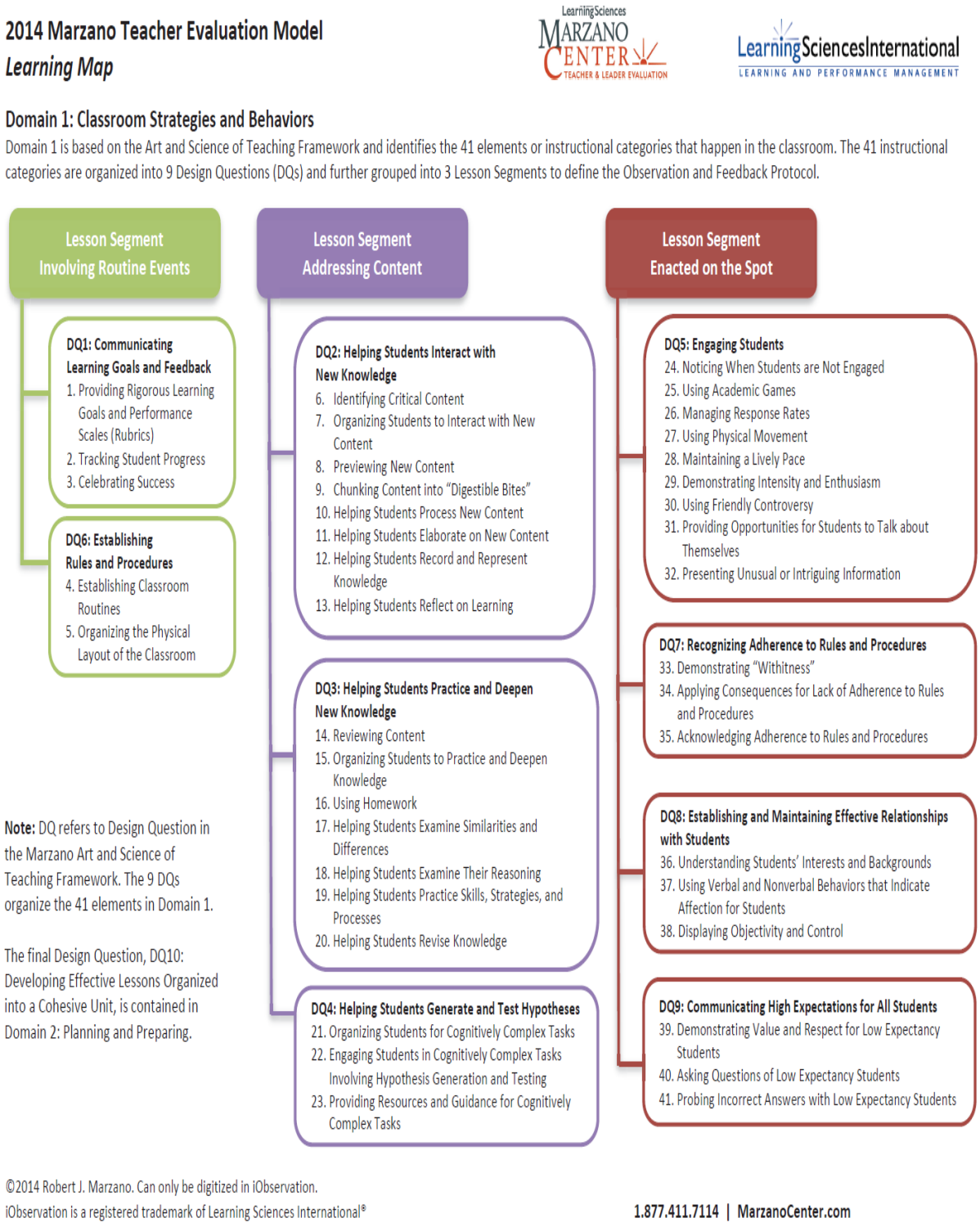
Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

The district uses all four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2, 5 elements in Domain 3 and 6 elements in Domain 4. The specifics of each domain are listed in **Figure 1: 2014 Marzano Teacher Evaluation Model Learning Map** (2014 Robert J. Marzano, Learning Sciences International) and **Figure 2: Marzano Protocol** (2014 Robert J. Marzano, Learning Sciences International), which addresses the nine design questions, including examples of teacher and student evidence, the scale, and reflection questions. To reference a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

**Figure 1: 2014 Marzano Teacher Evaluation Model Learning Map**



Marzano Teacher Evaluation Model
*Learning Map*

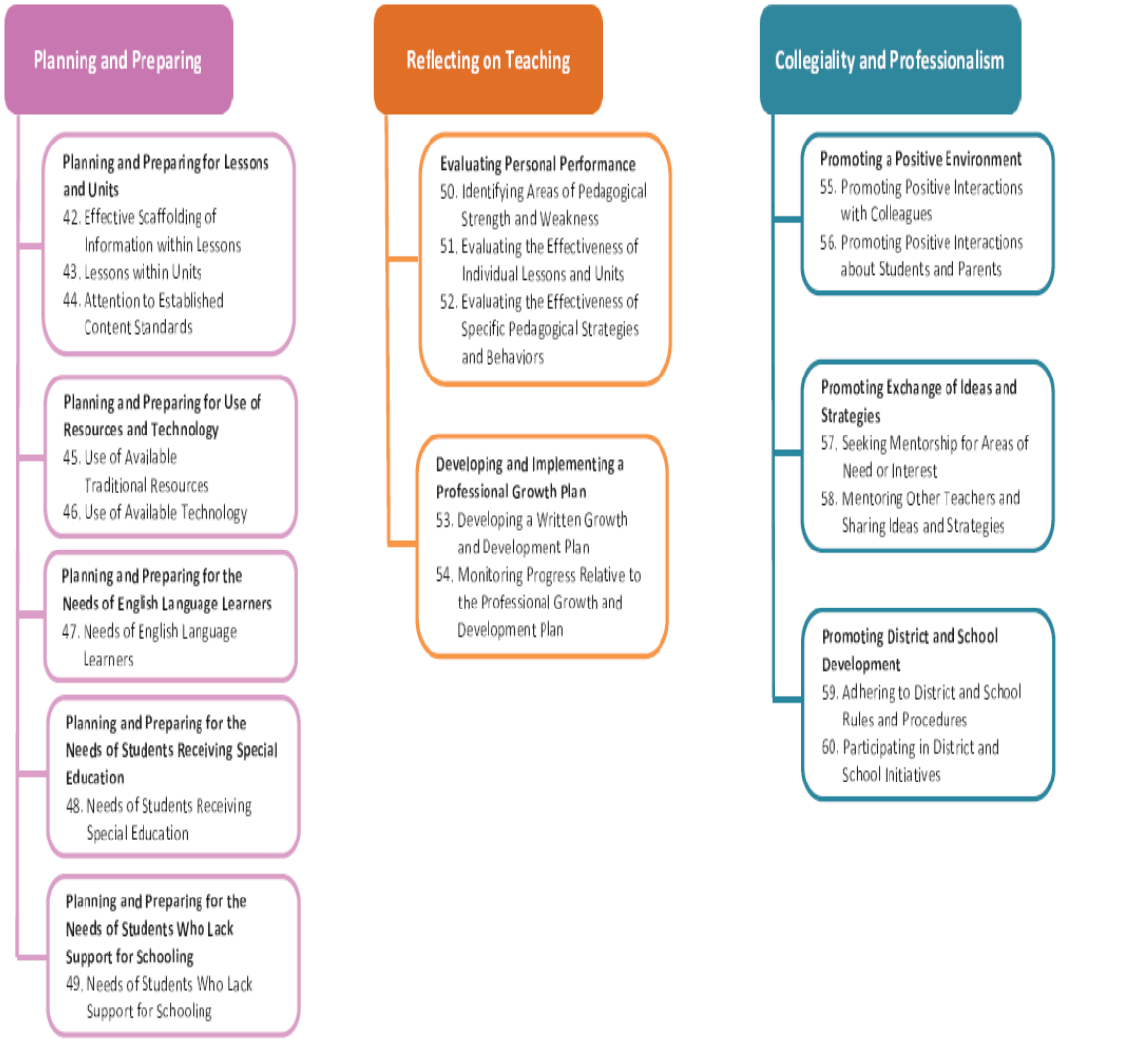



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**Figure 2: Marzano Protocol**

Learning Sciences MARZANO CENTER TEACHER & LEADER EVALUATION

LearningSciencesInternational LEARNING AND PERFORMANCE MANAGEMENT

## Marzano Protocol: Lesson Segment Involving Routine Events

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

### 1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Providing rigorous learning goals and performance scales (rubrics)** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Provides rigorous learning goals and performance scales or rubrics that describe levels of performance. | Provides rigorous learning goals and performance scales or rubrics and monitors the extent to which students understand the learning goal and/or targets and levels of performance. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 2. Tracking Student Progress

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Tracking student progress** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment. | Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors the extent to which students understand their level of performance. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 3. Celebrating Success

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Celebrating success** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Provides students with recognition of their current status and their knowledge gain relative to the learning goal. | Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## Student Interviews

**Student Questions:**

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

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

### 4. Establishing Classroom Routines

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

**Example Teacher Evidence**

- ❒ Teacher involves students in designing classroom routines and procedures
- ❒ Teacher actively teaches student self-regulation strategies
- ❒ Teacher uses classroom meetings to review and process rules and procedures
- ❒ Teacher reminds students of rules and procedures
- ❒ Teacher asks students to restate or explain rules and procedures
- ❒ Teacher provides cues or signals when a rule or procedure should be used
- ❒ Teacher focuses on procedures for students working individually or in small groups

**Example Student Evidence**

- ❒ Students follow clear routines during class
- ❒ Students describe established rules and procedures
- ❒ Students describe the classroom as an orderly place
- ❒ Students recognize cues and signals by the teacher
- ❒ Students regulate their behavior while working individually
- ❒ Students regulate their behavior while working in groups

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Establishing classroom routines** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Establishes expectations regarding rules and procedures. | Establishes expectations regarding rules and procedures and monitors the extent to which students understand rules and procedures. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 5. Organizing the Physical Layout of the Classroom

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Organizing the physical layout of the classroom** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Organizes the physical layout of the classroom to facilitate movement and support learning. | Organizes the physical layout of the classroom to facilitate movement and support learning and monitors the extent to which students have easy access to materials in an environment that supports learning. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Organizing the physical layout of the classroom** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you organize the physical layout of the classroom to facilitate movement and support learning? | In addition to organizing the physical layout of the classroom to facilitate movement and support learning, how can you monitor that students have easy access to materials in an environment that supports learning? | How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and support learning that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## Student Interviews

**Student Questions:**

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

# Marzano Protocol: Lesson Segment Addressing Content

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

## 6. Identifying Critical Content

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Identifying critical content** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Signals to students critical versus non-critical content and portrays a clear progression of information. | Signals to students critical versus non-critical content and portrays a clear progression of information and monitors the extent to which students are attending to critical versus non-critical content. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 7. Organizing Students to Interact with New Content

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

**Example Teacher Evidence**

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

**Example Student Evidence**

- ❒ Students move and work within groups with an organized purpose
- ❒ Students have an awareness of the power of interpretations
- ❒ Students avoid negative thinking
- ❒ Students take various perspectives
- ❒ Students interact responsibly
- ❒ Students appear to know how to handle controversy and conflict resolution
- ❒ Students actively ask and answer questions about the content
- ❒ Students add their perspectives to discussions
- ❒ Students attend to the cognitive skill(s)

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Organizing students to interact with new content** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Organizes students into appropriate groups to facilitate the processing of new content. | Organizes students into appropriate groups to facilitate the processing of new content and monitors the extent to which groups process. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 8. Previewing New Content

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Previewing new content** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in previewing activities that require students to access prior knowledge and analyze new content. | Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors the extent to which students access prior knowledge and analyze new content. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Previewing new content** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage students in previewing activities that require them to access prior knowledge and analyze new content? | In addition to engaging students in previewing activities that require students to access prior knowledge and analyze new content, how can you also monitor the extent to which students are accessing prior knowledge and analyze new content? | How might you adapt and create new strategies for previewing new content that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 9. Chunking Content into "Digestible Bites"

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Chunking content into "digestible bites"** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Breaks input experiences into small chunks based on student needs. | Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 10. Helping Students Process New Content

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students process new content** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages student groups in processing new content to generate conclusions. | Engages student groups in processing new content to generate conclusions and monitors the extent to which the processing enhances student understanding. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students process new content** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage student groups in processing new content? | In addition to engaging student groups in processing new content, how can you monitor the extent to which the processing enhances student understanding? | How might you adapt and create new strategies for processing new content that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 11. Helping Students Elaborate on New Content

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students elaborate on new content** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in answering inferential questions and providing evidence for their inferences. | Engages students in answering inferential questions and providing evidence for their inferences and monitors the extent to which students elaborate and provide evidence on what was explicitly taught. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students elaborate on new content** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage students in answering inferential questions and providing evidence for their inferences? | In addition to engaging students in answering inferential questions and providing evidence for their inferences, how can you monitor the extent to which students elaborate and provide evidence on what was explicitly taught? | How might you adapt and create new strategies for elaborating on new content that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 12. Helping Students Record and Represent Knowledge

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students record and represent knowledge** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models. | Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models and monitors the extent to which students organize and summarize the important content. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students record and represent knowledge** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage students in activities that help them record and represent their knowledge in understanding of important content using a variety of models? | In addition to engaging students in activities that help them record and represent their knowledge in understanding of important content using a variety of models, how can you monitor the extent to which students organize and summarize important content? | How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 13. Helping Students Reflect on Learning

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students reflect on learning** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in reflecting on their own learning and the learning process. | Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## Student Interviews

**Student Questions:**

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

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

### 14. Reviewing Content

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

**Example Teacher Evidence**

- ❒ Teacher begins the lesson with a brief review of content
- ❒ Teacher systematically emphasizes the cumulative nature of the content
- ❒ Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity

**Example Student Evidence**

- ❒ Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ❒ Students can articulate the cumulative nature of the content
- ❒ Student responses to class activities indicate that they recall previous content
  - Artifacts
  - Pretests
  - Warm-up activities

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Reviewing content** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in a brief review that highlights the cumulative nature of the content. | Engages students in a brief review that highlights the cumulative nature of the content and monitors the extent to which students can recall critical content. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 15. Organizing Students to Practice and Deepen Knowledge

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Organizing students to practice and deepen knowledge** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Organizes students into groups that appropriately facilitate practicing and deepening knowledge. | Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors the extent to which the group work extends their learning. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 16. Using Homework

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Using homework** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Assigns homework that is designed to deepen knowledge of content or practice a skill, strategy, or process. | When appropriate (as opposed to routinely), assigns homework that is designed to deepen knowledge of content or practice a skill, strategy, or process and monitors the extent to which homework extends student learning. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 17. Helping Students Examine Similarities and Differences

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students examine similarities and differences** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in activities that require them to examine similarities and differences related to content. | Engages students in activities that require them to examine similarities and differences related to content and monitors the extent to which it deepens student understanding. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 18. Helping Students Examine Their Reasoning

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students examine their reasoning** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them. | Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them and monitors the extent to which it deepens student understanding. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

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

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

**Example Teacher Evidence**

- ❒ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ❒ Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- ❒ Teacher employs "worked examples"
- ❒ Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- ❒ Teacher models the skill, strategy, or process

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students practice skills, strategies, and processes** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | When content involves a skill, strategy, or process, engages students in practice activities. | When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which it increases fluency or deepens understanding. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 20. Helping Students Revise Knowledge

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Helping students revise knowledge** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in revising their knowledge of previous content by correcting errors and misconceptions. | Engages students in revising their knowledge of previous content by correcting errors and misconceptions and monitors the extent to which these revisions deepen their understanding. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## Student Interviews

**Student Questions:**

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

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

### 21. Organizing Students for Cognitively Complex Tasks

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Organizing students for cognitively complex tasks** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Organizes students into groups to facilitate working on cognitively complex tasks. | Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group work results in students engaging in cognitively complex tasks. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Organizing students for cognitively complex tasks** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you organize students in groups to facilitate working on cognitively complex tasks? | In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group work results in students engaging in cognitively complex tasks? | How might you adapt and create new strategies for organizing students to engage in cognitively complex tasks that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

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

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

**Example Teacher Evidence**

- ❒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
- ❒ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources

**Example Student Evidence**

- ❒ Students participate in tasks that require them to generate and test hypotheses
- ❒ Students can explain the hypothesis they are testing
- ❒ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
- ❒ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
  - Identify how one idea relates to others

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Engaging students in cognitively complex tasks involving hypothesis generation and testing** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking. | Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking and monitors the extent to which students are generating and testing hypotheses and analyzing their own thinking. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Engaging students in cognitively complex tasks involving hypothesis generation and testing** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you engage students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking? | In addition to engaging students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking, how can you monitor the extent to which students are generating and testing hypotheses and analyzing their own thinking? | How might you adapt and create new strategies for engaging students in cognitively complex tasks involving hypothesis generation and testing that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 23. Providing Resources and Guidance for Cognitively Complex Tasks

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Providing resources and guidance for cognitively complex tasks** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Acts as a guide and resource provider as students engage in cognitively complex tasks. | Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## Student Interviews

**Student Questions:**

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

# Marzano Protocol: Lesson Segment Enacted on the Spot

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

### 24. Noticing When Students are Not Engaged

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Noticing when students are not engaged** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Scans the room and notices when students are not engaged and takes action. | Scans the room and notices when students are not engaged and takes action and monitors the extent to which students re-engage. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 25. Using Academic Games

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Using academic games** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses academic games to maintain student engagement. | Uses academic games to maintain student engagement and monitors the extent to which these activities enhance student engagement. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 26. Managing Response Rates

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Managing response rates** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses response rate techniques to maintain student engagement through questioning processes. | Uses response rate techniques to maintain student engagement through questioning processes and monitors the extent to which these activities enhance student engagement. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Managing response rates** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use response rate techniques to maintain student engagement through questioning processes? | In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which these activities enhance student engagement? | How might you adapt and create new strategies for managing response rates to maintain student engagement in questions that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 27. Using Physical Movement

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Using physical movement** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses physical movement to maintain student engagement. | Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 28. Maintaining a Lively Pace

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Maintaining a lively pace** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses pacing techniques to maintain student engagement. | Uses pacing techniques to maintain student engagement and monitors the extent to which these activities enhance student engagement. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Maintaining a lively pace** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use pacing techniques to maintain student engagement? | In addition to pacing techniques to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement? | How might you adapt and create new strategies for maintaining a lively pace that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 29. Demonstrating Intensity and Enthusiasm

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

**Example Teacher Evidence**

- ❒ Teacher enthusiastically demonstrates depth of content knowledge
- ❒ Teacher demonstrates importance of content by relating it to authentic, real-world situations
- ❒ Teacher describes personal experiences that relate to the content
- ❒ Teacher signals excitement for content by
  - Physical gestures
  - Voice tone
  - Dramatization of information
- ❒ Teacher strategically adjusts his/her energy level in response to student engagement

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Demonstrating intensity and enthusiasm** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways. | Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways and monitors the extent to which these activities enhance student engagement. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Demonstrating intensity and enthusiasm** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you demonstrate intensity and enthusiasm by sharing a deep level of content in a variety of ways? | In addition to demonstrating intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways, how can you monitor the extent to which these activities enhance student engagement? | How might you adapt and create new strategies for demonstrating intensity and enthusiasm for the content that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 30. Using Friendly Controversy

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Using friendly controversy** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses friendly controversy techniques to maintain student engagement. | Uses friendly controversy techniques to maintain student engagement and monitors the extent to which these activities enhance student engagement. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 31. Providing Opportunities for Students to Talk about Themselves

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Providing opportunities for students to talk about themselves** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Provides students with opportunities to relate what is being addressed in class to their personal interests. | Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 32. Presenting Unusual or Intriguing Information

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Presenting unusual or intriguing information** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses unusual or intriguing and relevant information about the content. | Uses unusual or intriguing and relevant information about the content and monitors the extent to which these activities enhance student engagement. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Presenting unusual or intriguing information** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use unusual or intriguing and relevant information about the content? | In addition to using unusual or intriguing and relevant information about the content, how can you monitor the extent to which these activities enhance student engagement? | How might you adapt and create new strategies for using unusual or intriguing and relevant information about the content that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## Student Interviews

**Student Questions:**

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

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

### 33. Demonstrating "Withitness"

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Demonstrating "withitness"** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses behaviors associated with "withitness." | Uses behaviors associated with "withitness" and monitors the extent to which it affects student behavior. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Demonstrating "withitness"** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use behaviors associated with "withitness"? | In addition to using behaviors associated with "withitness," how can you monitor the extent to which it affects student behavior? | How might you adapt and create new strategies for using behaviors associated with "withitness" that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

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

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Applying consequences for lack of adherence to rules and procedures** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Consistently and fairly applies consequences for not following rules and procedures. | Consistently and fairly applies consequences for not following rules and procedures and monitors the extent to which rules and procedures are followed. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 35. Acknowledging Adherence to Rules and Procedures

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Acknowledging adherence to rules and procedures** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Consistently and fairly acknowledges adherence to rules and procedures. | Consistently and fairly acknowledges adherence to rules and procedures and monitors the extent to which actions affect student behavior. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## Student Interviews

**Student Questions:**

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

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

### 36. Understanding Students' Interests and Backgrounds

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Understanding students' interests and backgrounds** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses students' interests and backgrounds during interactions with students. | Uses students' interests and backgrounds during interactions with students and monitors the climate of acceptance and community in the classroom. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

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

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Using verbal and nonverbal behaviors that indicate affection for students** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative. | Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative and monitors the quality of relationships in the classroom. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Using verbal and nonverbal behaviors that indicate affection for students** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you use verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative? | In addition to using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, how can you monitor the quality of relationships in the classroom? | How might you adapt and create new strategies for using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 38. Displaying Objectivity and Control

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Displaying objectivity and control** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Behaves in an objective and controlled manner. | Behaves in an objective and controlled manner and monitors the effect on the classroom climate. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## Student Interviews

**Student Questions:**

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

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

### 39. Demonstrating Value and Respect for Low Expectancy Students

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

**Example Teacher Evidence**

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

**Example Student Evidence**

- ❒ Students say that the teacher cares for all students
- ❒ Students treat each other with respect
- ❒ Students avoid negative thinking about their thoughts and actions

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Demonstrating value and respect for low expectancy students** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content. | Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content and monitors the impact on low expectancy students. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Demonstrating value and respect for low expectancy students** | How can you begin to incorporate some aspects of this strategy into your instruction? | How can you exhibit behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content? | In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content, how can you monitor the impact? | How might you adapt and create new strategies for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations? | What are you learning about your students as you adapt and create new strategies? |

## 40. Asking Questions of Low Expectancy Students

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Asking questions of low expectancy students** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Asks questions of low expectancy students with the same frequency and depth as with high expectancy students. | Asks questions of low expectancy students with the same frequency and depth as with high expectancy students and monitors the quality of participation of low expectancy students. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## 41. Probing Incorrect Answers with Low Expectancy Students

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

**Example Teacher Evidence**

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

**Example Student Evidence**

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

**Scale**

| | Not Using | Beginning | Developing | Applying | Innovating |
|---|---|---|---|---|---|
| **Probing incorrect answers with low expectancy students** | Strategy was called for but not exhibited. | Uses strategy incorrectly or with parts missing. | Probes incorrect answers of low expectancy students in the same manner as high expectancy students. | Probes incorrect answers of low expectancy students in the same manner as high expectancy students and monitors the level and quality of responses of low expectancy students. | Adapts and creates new strategies for unique student needs and situations. |

**Reflection Questions**

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

## Student Interviews

**Student Questions:**

- How does your teacher demonstrate that he/she cares about and respects you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

## Overview of the Gadsden County Instructional Evaluation System

While the purpose of the Gadsden County Instructional Evaluation System is to increase student learning growth by improving the quality of instructional, administrative and supervisory services in the public schools of the state per Florida Statute 1012.34, the system is also intended to be a positive, growth-oriented process that strengthens instructional knowledge and skills among instructional personnel. It is designed to accurately reflect the performance of instructional personnel in relationship to the performance gains of the students assigned to them. The evaluation system includes both formative and summative aspects. The formative aspect of the model promotes professional growth through teacher self-assessment, walkthroughs, goal setting and professional reflection. The summative aspect of the model uses classroom observations (both formal and informal), teacher conferences with the supervising administrator, and the attainment of achievement gains. The objective of the formative aspect is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice. The objective of the summative aspect is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of teaching effectiveness, and provides evidence-based judgments about professional practice.

Marzano Evaluation Rubric for Professional Practices integrates these foundational skills within a multi-tiered system of support. It is structured around five domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory). The domains build on each other, with direct links to create a causal chain that results in increased learning and performance of all students. Scales are used to specify varying levels of performance within each domain (see Table 1).

Scales represent the continuum of teaching behavior and can be used to document growth over time as well as providing formative and summative feedback.

**Table 1. Marzano Scales of Performance**

| Innovating (4) | Applying (3) | Developing (2) | Beginning(1) | Not Using (0) |
|---|---|---|---|---|
| The teacher is a recognized leader in helping others with this activity. | Within lessons the teacher organizes content in such a way that each new piece clearly builds on the previous piece. | The teacher scaffolds the information but the relationship between the evidences is not made clear. | The teacher attempts to perform this activity but does not actually complete or follow through with these attempts. | The teacher makes no attempt to perform this activity. |

## Evaluation Process

The evaluation process begins with "sources of evidence" (Tables 2-7).

**Sources of Evidence**

**Table 2. Domain 1 Sources of Evidence**

| Domain 1: Classroom Strategies & Behaviors |
|---|
| • Formal Observation(s)—pre/post<br>• Informal, Announced Observation<br>• Informal Unannounced Observation<br>• Walkthroughs<br>• Video of Classroom Practice<br>• Artifacts |

**Table 3. Domain 2 Sources of Evidence**

| Domain 2: Planning and Preparing |
|---|
| • Planning Conference or Pre-conference<br>• Artifacts-lessons plans, organizers, etc. |

**Table 4. Domain 3 Sources of Evidence**

| Domain 3: Reflecting on Teaching |
|---|
| • Self-assessment<br>• Reflection conference<br>• Conferences<br>• Discussions<br>• Artifacts |

**Table 5. Domain 4 Sources of Evidence**

| Domain 4: Collegiality & Professionalism |
|---|
| • Conferences<br>• Discussions<br>• Artifacts<br>• Lesson Study Agenda<br>• Deliberate Practice Plan<br>• Participation in District and School Meetings<br>• Parent and Student Surveys |

**Table 6. Observation and Survey Instruments**

| Observation Instruments | Location in Document |
|---|---|
| **Domain 1:** Overall Classroom Strategies and Behavior From | Appendix D |
| **Domain 2:** Planning Conference Structured Interview<br>Lesson Segments Involving Routine Events | Appendix E |
| **Domain 2:** Planning Conference Structured Interview<br>Lesson Segments Addressing Content | Appendix F |
| **Domain 2:** Planning Conference Structured Interview<br>Enacting on the Spot | Appendix G |

| | |
|---|---|
| **Domain 3:** Planning Conference Structured Interview Reflecting on Teaching | Appendix H |
| **Domain 4:** Planning Conference Structured Interview Collegiality and Professionalism | Appendix I |
| **Climate Survey for Parents/Guardians** | Appendix J |
| **Climate Survey for Students (grades K-5)** | Appendix K |
| **Climate Survey for Students (grades 6-12)** | Appendix L |

**Table 7. Evaluation Instruments**

| Evaluation Instruments | Location in Document |
|---|---|
| Gadsden County Annual Evaluation Report for Category I Teachers: 1-3 Years of Service---Instructional Practice Score | Appendix M |
| Gadsden County Annual Evaluation Report for Category II Teachers: 4 or more Years of Service---Instructional Practice Score | Appendix N |

**Table 8: Scoring Worksheets**

| Scoring Worksheets | Location in Document |
|---|---|
| Category I Status Score Worksheet (excel spreadsheet used for calculating the status and deliberate practice scores for the administrative observation/evaluation percentage of the final score) | Appendix P |
| Category II Status Score Worksheet (excel spreadsheet used for calculating the status and deliberate practice scores for the administrative observation/evaluation percentage of the final score) | Appendix Q |
| Gadsden County School District Instructional Summative Evaluation for Classroom Teachers | Appendix R |
| Gadsden County School District Instructional Summative Evaluation for Non-Classroom Teachers | Appendix S |

## Connection to Florida Educator Accomplished Practices

Gadsden School District strives to improve student academic performance by identifying

specific strategies and practices that are aligned to the Florida Educator Accomplished Practices (FEAP), and by rewarding instructional personnel both for using these practices and for successfully raising student achievement. The operating premise is that all instructional personnel can increase their expertise from year to year, thereby producing cumulative gains in student achievement from year to year. The operating strategy is a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data on student growth and achievement outcomes includes timely constructive feedback. Each domain of the Marzano Teacher Evaluation Model has been aligned in a crosswalk format for each Florida Educator Accomplished Practices in accordance with [Rule 6A-5.030(2)(b)3., F.A.C.]., ensuring the appropriateness of the Marzano model for measuring FEAP. (www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf)

Observation and evaluation instrument(s) for all classroom teachers and non-classroom instructional personnel include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.] and [Rule 6A-5.030(2)(b)5., F.A.C.].

## Alignment to the Florida Educator Accomplished Practices (FEAP) and Gadsden County Teacher Evaluation Indicators (Marzano)

Rubric: **RE: Routine Events; C: Content; EOS: Enacted on the Spot**

### 1. Instructional Design and Lesson Planning

**Applying concepts from human development and learning theories, the effective educator consistently:**

| FEAPs | Marzano |
|---|---|
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• C 1 Identifying critical information<br><br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.1.3 Planning and preparing for appropriate attention to established content standards<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>• 2.2.2 Planning for the use of available technology |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and Scales<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br><br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.1.3 Planning and preparing for appropriate attention to established content standards |
| c. Designs instruction for students to achieve mastery | Domain 1: Classroom Strategies and Behaviors<br>• C 10 Organizing students to practice and deepen knowledge<br>• C 16 Organizing students for cognitively complex tasks |

| | |
|---|---|
| | Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.1.3 Planning and preparing for appropriate attention to established content standards<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |
| d. Selects appropriate formative assessments to monitor learning | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and Scales<br>• RE 2 Tracking student progress |
| e. Uses diagnostic student data to plan lessons | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and Scales<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• C 11 Homework<br>• EOS 16 Demonstrating value and respect for low expectancy students<br>• EOS 17 Asking questions of low expectancy students |
| | Domain 2: Planning & Preparing<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies | Domain 1: Classroom Strategies and Behaviors<br>• C 2 Organizing students to interact with new knowledge<br>• C 10 Organizing students to practice and deepen knowledge<br>• C 12 Examining similarities and differences<br>• C 13 Examining errors in reasoning<br>• C 14 Practicing skills, strategies, and processes<br>• C 15 Revising knowledge<br>• C 16 Organizing students for cognitively complex tasks |

| | |
|---|---|
| | Domain 2: Planning & Preparing<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>• 2.2.2 Planning for the use of available technology<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |

## 2. The Learning Environment

**To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative the effective educator consistently:**

| FEAPs | Marzano |
|---|---|
| a. Organizes allocates and manages resources of time, space and attention | Domain 1: Classroom Strategies and Behaviors<br>• RE 4 Establishing classroom rules and procedures<br>• RE 5 Organizing the physical layout of the classroom<br>• EOS 12 Acknowledging adherence to rules and procedures<br>• EOS 13 Understanding students' interests and backgrounds<br>• EOS 15 Displaying objectivity and control<br><br>Domain 4: Collegiality and Professionalism<br>• 4.1.2 Promoting positive interactions with students and parents |
| b. Manages individual and class behaviors through a well- planned management system | Domain 1: Classroom Strategies and Behaviors<br>• RE 4 Establishing classroom rules and procedures<br>• RE 5 Organizing the physical layout of the classroom<br>• EOS 1 Noticing when students are not engaged<br>• EOS 11 Applying consequences for lack of adherence to rules and procedures<br>• EOS 12 Acknowledging adherence to rules and procedures<br>• EOS 15 Displaying objectivity and control |
| c. Conveys high expectations to all students | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 3 Celebrating success<br>• C 1 Identifying critical information<br>• C 2 Organizing students to interact with new knowledge<br>• EOS 16 Demonstrating value and respect for all students |

| | |
|---|---|
| d. Respects students' cultural linguistic and family background | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 3 Celebrating success<br>• C 1 Identifying critical information<br>• C 2 Organizing students to interact with new knowledge<br>• EOS 14 Using verbal and nonverbal behaviors that indicate affection for students<br>• EOS 16 Demonstrating value and respect for low expectancy students Demonstrating value and respect for all students<br>• EOS 17 Asking questions of all students<br>• EOS 18 Probing incorrect answers<br>• EOS 6 Demonstrating intensity and enthusiasm |
| e. Models clear, acceptable oral and written communication skills; | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 2 Tracking student progress<br>• RE 4 Establishing classroom rules and procedures<br>• EOS 11 Applying consequences for lack of adherence to rules and procedures<br>• EOS 12 Acknowledging adherence to rules and procedures<br>• C 1 Identifying critical information<br>• C 2 Organizing students to interact with new knowledge<br>• C 3 Previewing new content<br>• C 4 Chunking content into "digestible bites" |
| f. Maintains a climate of openness, inquiry, fairness and support | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• EOS 14 Using verbal and nonverbal behaviors that indicate affection for students<br>• EOS 16 Demonstrating value and respect for all students<br>• EOS 17 Asking questions of low expectancy students<br>• EOS 18 Probing incorrect answers with all students<br>• C 1 Identifying critical information<br>• C 2 Organizing students to interact with new knowledge<br><br>Domain 4: Collegiality and Professionalism<br>4.1.2 Promoting positive interactions with students and parents |
| g. Integrates current information and communication technologies | Domain 2: Planning & Preparing<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>2.2.2 Planning for the use of available technology |

| | |
|---|---|
| h. Adapts the learning environment to accommodate the differing needs and diversity of students; and | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• RE 4 Establishing classroom rules and procedures<br>• RE 5 Organizing the physical layout of the classroom<br>• C 1 Identifying critical information<br>C 2 Organizing students to interact with new knowledge<br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.1.3 Planning and preparing for appropriate attention to established content standards<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Domain 2: Planning & Preparing<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>2.2.2 Planning for the use of available technology |

## 3. Instructional Delivery and Facilitation

**The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:**

| FEAPs | Marzano |
|---|---|
| a. Deliver engaging and challenging lessons | Domain 1: Classroom Strategies and Behaviors<br>• EOS 11 Applying consequences for lack of adherence to rules and procedures<br>• EOS 12 Acknowledging adherence to rules and procedures<br>• C 2 Organizing students to interact with new knowledge<br>• C 10 Organizing students to practice and deepen knowledge<br>• C 16 Organizing students for cognitively complex tasks<br>• EOS 5 Maintaining a lively pace<br><br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)<br>• 2.2.2 Planning for the use of available technology such as interactive white boards and one-to-one computer<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |

| | |
|---|---|
| b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter<br>home environments that offer little support for schooling | Domain 1: Classroom Strategies and Behaviors<br>• C 2 Organizing students to interact with new knowledge<br>• C 10 Organizing students to practice and deepen knowledge<br>• C 16 Organizing students for cognitively complex tasks<br>• EOS 11 Applying consequences for lack of adherence to rules and procedures<br>• EOS 12 Acknowledging adherence to rules and procedures<br><br>Domain 2: Planning & Preparing<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>• 2.2.2 Planning for the use of available technology<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |
| c. Identify gaps in students' subject matter knowledge | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• EOS 3 Managing response rates<br>• C 7 Recording and representing knowledge |
| d. Modify instruction to respond to preconceptions or misconceptions | Domain 1: Classroom Strategies and Behaviors<br>• EOS 1 Noticing when students are not engaged<br>• EOS 3 Managing response rates<br>• EOS 5 Maintaining a lively pace<br>• EOS 8 Providing opportunities for students to talk about themselves<br>• EOS 13 Understanding students' interests and backgrounds<br><br>Domain 2: Planning & Preparing<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |

| | |
|---|---|
| e. Relate and integrate the subject matter with other disciplines and life experiences | Domain 1: Classroom Strategies and Behaviors<br>• C 2 Organizing students to interact with new knowledge<br>• C 10 Organizing students to practice and deepen knowledge<br>• C 16 Organizing students for cognitively complex tasks<br><br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.1.3 Planning and preparing for appropriate attention to established content standards<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>• 2.2.2 Planning for the use of available technology<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |
| f. Employ high order questioning techniques | Domain 1: Classroom Strategies and Behaviors<br>• C 5 Processing new information<br>• C 6 Elaborating on new information<br>• C 7 Recording and representing knowledge<br>• C 8 Reflecting on learning<br>• C 9 Reviewing content<br>• C 12 Examining similarities and differences<br>• C 13 Examining errors in reasoning<br>• C 14 Practicing skills, strategies, and processes<br>• C 15 Revising knowledge |

| | |
|---|---|
| g. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction, and to teach for student understanding | Domain 1: Classroom Strategies and Behaviors<br>• C 2 Organizing students to interact with new knowledge<br>• C 10 Organizing students to practice and deepen knowledge<br>• C 16 Organizing students for cognitively complex tasks<br>• EOS 5 Maintaining a lively pace<br>• EOS 11 Applying consequences for lack of adherence to rules and procedures<br>• EOS 12 Acknowledging adherence to rules and procedures<br><br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>• 2.2.2 Planning for the use of available technology<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |

| | |
|---|---|
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students | Domain 1: Classroom Strategies and Behaviors<br>• EOS 13 Understanding students' interests and backgrounds<br><br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.1.3 Planning and preparing for appropriate attention to established content standards<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>• 2.2.2 Planning for the use of available technology<br>• 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement | Domain 1: Classroom Strategies and Behaviors<br>• RE 1Providing clear learning goals and scales/rubrics<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• C 7 Recording and representing knowledge |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction | Domain 1: Classroom Strategies and Behaviors<br>• RE 1Providing clear learning goals and scales/rubrics<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• C 7 Recording and representing knowledge |

## 4. Assessment

**The effective educator consistently:**

| FEAPs | Marzano |
|---|---|
| a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process | Domain 1: Classroom Strategies and Behaviors<br>• RE 1Providing clear learning goals and scales/rubrics<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>RE 4 Establishing classroom rules and procedures<br>• C 2 Organizing students to interact with new knowledge<br>• C 5 Processing new information<br>• C 6 Elaborating on new information<br>• C 7 Recording and representing knowledge<br>• C 8 Reflecting on learning<br>• C 9 Reviewing content<br>• C 10 Organizing students to practice and deepen knowledge<br>• C12 Examining similarities and differences<br>• C 13 Examining errors in reasoning<br>• C 14 Practicing skills, strategies, and processes<br>• C 15 Revising knowledge<br>• EOS 1 Noticing when students are not engaged<br>• C 16 Organizing students for cognitively complex tasks<br>• C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing<br>• C 18 Providing resources and guidance<br>• EOS 5 Maintaining a lively pace<br>• EOS 9 Presenting unusual or intriguing information<br>• EOS 13 Understanding students' interests and backgrounds<br>• EOS 15 Displaying objectivity and control<br>• EOS 16 Demonstrating value and respect for low expectancy students<br>• EOS 17 Asking questions of all students<br>• EOS 18 Probing incorrect answers<br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>• 2.3.2 Planning and preparing for the needs of students receiving special education<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |

| | |
|---|---|
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br><br>Domain 2: Planning & Preparing<br>• 2.1.1 Planning and preparing for effective scaffolding within lessons<br>• 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content<br>• 2.1.3 Planning and preparing for appropriate attention to established content standards |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• C 5 Processing new information<br>• C 7 Recording and representing knowledge<br>• C12 Examining similarities and differences<br>• C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing<br>• EOS 3 Managing response rates<br>• EOS 18 Probing incorrect answers with all students<br>• EOS 17 Asking questions of all students |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge | Domain 1: Classroom Strategies and Behaviors<br>• EOS 1 Noticing when students are not engaged<br>• EOS 3 Managing response rates<br>• EOS 5 Maintaining a lively pace<br>• EOS 13 Understanding students' interests and backgrounds<br>Domain 2: Planning & Preparing<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling |
| e. Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s) | Domain 1: Classroom Strategies and Behaviors<br>• RE 1 Providing clear learning goals and scales<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• EOS 3 Managing response rates<br>Domain 4: Collegiality and Professionalism<br>• 4.1.2 Promoting positive interactions with students and parents |
| f. Applies technology to organize and integrate assessment information | Domain 2: Planning & Preparing<br>• 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons<br>• 2.2.2 Planning for the use of available technology |

## 5. Continuous Professional Improvement

**The effective educator consistently:**

| FEAPs | Marzano |
|---|---|
| a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs | • 2.3.1 Planning and preparing for the needs of English language learners<br>• 2.3.2 Planning and preparing for the needs of special education students<br>• 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling<br>• RE 2 Tracking student progress<br>• RE 3 Celebrating success<br>• EOS 16 Demonstrating value and respect for low expectancy students<br>• EOS 17 Asking questions of all students<br>• 3.1.1 Identifying specific areas of pedagogical strength and weakness<br>• 3.1.2 Evaluating the effectiveness of individual lessons and units<br>• 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)<br>• 3.2.1 Developing a written growth plan<br>• 3.2.2 Monitoring progress relative to the professional growth plan<br>• 4.1.1 Promoting positive interactions with colleagues<br>• 4.1.2 Promoting positive interactions with students and parent<br>• 4.2.1 Seeking mentorship for areas of need and interest<br>• 4.2.2 Mentoring other teachers and sharing ideas and strategies<br>• 4.3.1 Adhering to district and school rules and procedures<br>• 4.3.2 Participating in district and school initiatives |
| b. Examines and uses data-informed research to improve instruction and student achievement | • RE 2 Tracking student progress<br>• 3.1.1 Identifying specific areas of pedagogical strength and weakness<br>• 3.1.2 Evaluating the effectiveness of individual lessons and units<br>• 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) |
| c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons | • 3.1.2 Evaluating the effectiveness of individual lessons and units<br>• 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups<br>• 4.1.1 Promoting positive interactions with colleagues |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement | • 4.1.2 Promoting positive interactions with students and parent |
| e. Engages in targeted professional growth opportunities and reflective practices | • 3.2.1 Developing a written growth plan<br>• 3.2.2 Monitoring progress relative to the professional growth plan |

| | |
|---|---|
| f. Implements knowledge and skills learned in professional development in the teaching and learning process | |

## 6. Professional Responsibility and Ethical Conduct

| FEAPs | Marzano |
|---|---|
| Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession. | • EOS 16 Demonstrating value and respect for low expectancy students<br>• EOS 17 Asking questions of low expectancy students<br>• 4.1.1 Promoting positive interactions with colleagues<br>• 4.1.2 Promoting positive interactions with students and parents<br>• 4.3 Promoting District and School Development<br>• 4.3.1 Adhering to district and school rules and procedures<br>• 4.3.2 Participating in district and school initiatives |

## 3. Other Indicators of Performance

**DELIBERATE PRACTICE PLAN (DPP)**

The district provides for one additional performance indicator pursuant to s. 1012.34(3)(a)4., F.S., the Deliberate Practice Plan. All classroom instructional and non-classroom instructional support personnel will be expected to adhere.

The purpose of the DPP is to intentionally and incrementally improve teacher practice in order to increase student achievement. The plan provides an opportunity for analysis of instructional evaluation and student achievement data. Through this analysis instructional staff will reflect upon their professional learning as it relates to impacting student progress; building upon their own professional growth. In order to complete the plan, individuals will review their school-wide initiatives, consider student assessment data, prior year evaluation results and then identify learning goals that focus on student achievement. The DPP is a requirement of the district and state and a component of the instructional personnel evaluation. The DPP contains clearly defined goals and activities designed to improve instructional practice. Administrators will meet with staff to discuss their progress and plans at the beginning, middle and end of each school year. Administrator and instructional staff may document amendments and comments in the comments and feedback sections. The Deliberate Practice Plan contains the following sections:

- Self-Assessment
- Goal Development
- Action Plan Development
- Track Progress

The administrator and instructional staff both contribute input and notes to the DPP. The deliberate practice score is included as a portion of the final instructional practice score (administrative observation/evaluation). See *Appendix P- Category I Status Score Worksheet* and *Appendix Q - Category II Status Score Worksheet.*

**Note:** These are excel spreadsheet which calculate the final instructional practice score after all data (values) have been inputted.

# Steps for Completing the Deliberate Practice Plan

## Steps 1- 4: Deliberate Practice Plan (Self-Assessment)

| | |
|---|---|
| Educator: | Observer: |
| Start Date: | End Date: |
| Current Location: | Due Date: |
| Type: | Completed: |
| Grade: | Subject: |

### Step 1: Beginning of Year Self-Assessment

**Standard:** Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

**Instructions:**
Complete the Self-Assessment using the district's classroom observation form and rubrics. (Focus for goal 1(required) should be from Domain 1; however, and optional goal can be written from elements in Domains 2-4). *Identify one instructional strategy (elements) scored at lowest level/score on your self-assessment, and upon which you have an interest in improving, and self-assess your current ability level (for purposes of establishing a data point for the baseline):*

**Comments:**

**Question/Standard:**
Select your DPP Target Instructional Strategy:

**Question/Standard:**
Current student behavior/learning that I want to see improve as a result of focusing on this target instructional strategy:

**Question/Standard:**
Changes in student behavior/learning I expect to see as a result of increased focus on this target instructional strategy:

### Step 2: Identify Focus Strategies

**Instructions/Standard:**
Working collaboratively with your principal, using the instructional practice data from your annual evaluation (classroom observation data) and the strategy identified from the self-assessment completed in Step 1, *identify one instructional strategy upon which you will focus and demonstrate instructional skill growth for the year. The focus strategy should be an area with lower scores and where there is an interest in improving. Record the beginning of year self-assessment score for your selected strategy and indicate the level you expect to attain by the mid- year and end-of-year evaluation.*

**Question/Standard:**
BEGINNING OF YEAR Self-Assessment Score on my DPP Target Instructional Strategy:

**Evidence:**

---

**Question/Standard:**
ANTICIPATED MID-YEAR GROWTH Level/Score Goal:

**Evidence:**

---

**Question/Standard:**
ANTICIPATED END OF YEAR GROWTH Level/Score Goal:

**Evidence:**

---

## Step 3: Write Measurable Goals

**Instruction:**
State your Growth Goal(s): (Example: By the end of the year, I will raise my score on tracking student progress from a 1 to a 4, and I expect to see these results evident in student learning/behavior…)

---

**Question/Standard:**
Goal 1 (Required):

---

**Question/Standard:**
Goal 2 (Optional):

---

## Step 4: Identify Specific Action Steps and Resources

**Instructions:**
Describe specific actions you will take or perform differently within your classroom to improve the use of the identified strategies, and the resources and materials needed to accomplish these action steps.

**Question/Standard:**
Classroom Action Steps:

---

**Question/Standard:**
Resources and Materials:

---

**Score:**

**Overall Rating = _____**
**(Levels: *Innovating* – 4 *Applying* – 3 *Developing* – 2 *Beginning* – 1)**

**Average Score = _____**
**(Average of Rating Scores ranges from 1 to 4)**

***See Table 10 for rubrics.***

Notes: _____

Instructions: _____

Feedback: _____
Signatures:

_____ _____
Educator Date

_____ _____
Observer Date

**Table 10: Deliberate Practice Cut Scores:**

| **Ratings** | **Innovating** | **Applying** | **Developing** | **Beginning** |
|---|---|---|---|---|
| **Scores** | **4 points** | **3 points** | **2 points** | **1 point** |
| **Percentages** | **100% Complete** | **75% Complete** | **50% Complete** | **25% Complete** |
| **Descriptions of Scoring Achievement** | **Completed Goal Process** | **Developing a Plan of Action to Achieve the Goal (Initial Review Step 4)** | **Developing Goals for Improvement (Initial Review Step 3)** | **Completing Self-Assessment of Practice (Initial Review Steps 1 and 2)** |
| **Alignment to Final Evaluation** | **Highly Effective** | **Effective** | **Needs Improvement** | **Unsatisfactory** |

## Step 5: Deliberate Practice Plan (Mid-Year)

| | |
|---|---|
| Educator: | Observer: |
| Start Date: | End Date: |
| Current Location: | Due Date: |
| Type: | Completed: |
| Grade(s): | Subject: |

### Step 5: Mid-Year Reflection

**Question/Standard:**
Use the reflection log below to record your insights about the strategy you have identified and practiced since the beginning of the school year. Answer the guiding questions below to prompt your thinking tied to the goal(s) and strategies you selected.

On what will I focus between now and the final end-of-year evaluation?

_____

**Question/Standard:**
What am I learning about the selected strategy?

_____

**Question/Standard:**
How do I need to prepare my lessons differently?

**Question/Standard:**
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?

_____

**Question/Standard:**
How am I tracking the impact I have on student learning?

_____

**Question/Standard:**
What do I need to adjust in order to progress to the next level for this element?

_____

**Question/Standard:**
On what will I focus between now and the next progress check-in?

**Question/Standard:**
Mid-Year Growth Level/Score Goal:

_____

**Score:**

**Overall Rating = _____**
**(Levels: *Innovating* – 4 *Applying* – 3 *Developing* – 2 *Beginning* – 1)**

**Average Score = _____**
**(Average of Rating Scores ranges from 1 to 4)**

***See Table 10 for rubrics.***

Notes: _____

Instructions: _____

Feedback: _____

Signatures:

_____ _____
Educator Date

_____ _____
Observer Date

## Step 6: Deliberate Practice Plan (End of Year)

| | |
|---|---|
| Educator: | Observer: |
| Start Date: | End Date: |
| Current Location: | Due Date: |
| Type: | Completed: |
| Grade(s): | Subject: |

### Step 6: Tracking Progress and Celebrating My Success

**Question/Standard:**
Use the reflection log below to record your insights about the strategy you identified and practiced since the beginning of the school year. Answer the guiding questions below to prompt your thinking to evaluate your progress on the goal(s) and strategies you selected.

**Question/Standard:**
What did I learn about the strategy?

**Question/Standard:**
How did I need to prepare my lessons differently than at the beginning of the year?

**Question/Standard:**
When I used the strategy, what did I feel worked well for me in terms of evidences of improvement in student behavior/learning?

**Question/Standard:**
How did I track the impact I had on student learning? What data points did I use?

**Question/Standard:**
What did I need to adjust in order to progress to the next level for my chosen element?

**Question/Standard:**
End of Year Growth Level/Score Goal:

**Score:**

**Overall Rating = _____**
**(Levels: *Innovating* – 4 *Applying* – 3 *Developing* – 2 *Beginning* – 1)**

**Average Score = _____**
**(Average of Rating Scores ranges from 1 to 4)**

***See Table 10 for rubrics.***

Notes: _____

Instructions: _____

Feedback: _____

Signatures:

_____ _____
Educator Date

_____ _____
Observer Date

## 4. Summative Evaluation Score

**Gadsden County School District Instructional Summative Evaluation for Classroom Teachers**

☐ **Category 1: 1-3 Years of Service**

☐ **Category 2: 4 or More Years of Service**

**Appendix J**

☐ Mid-Year Summative Evaluation ☐ Summative Evaluation

Name_____Position_____

School/Work Location_____Date_____

**Assessment Procedures** ☐ Formal Observation ☐ Informal Observation ☐ Conferences ☐ Student Data ☐ Other

| | **Score** | **Calculation** |
|---|---|---|
| Metric 1: Instructional Practice Score (Domains 1 - 4) | | Instructional Practice 45%<br><br>Score is multiplied by 45% |
| | | |
| Metric 2: Deliberate Practice (1 - 4 points possible) | | Deliberate Practice 5%<br><br>Score is multiplied by 5% |
| | | |
| Metric 3: Student Performance Score (1 - 4 points possible) | | Student Performance Score 50%<br><br>Score is multiplied by 50% |
| | | |
| Final Summative Score - (IPS x 45%) + (DP x 5%) + (SPM x 50%) = | | |

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

_____ _____

Administrator Signature Date

_____ _____

Teacher Signature Date

**Gadsden County School District Instructional**
**Summative Evaluation for Non-Classroom Teachers**

☐ **Category 1: 1-3 Years of Service**
☐ **Category 2: 4 or More Years of Service**

**Appendix K**

Name_____Position_____

School/Work Location_____Date_____

**Assessment Procedures** ☐ Formal Observation ☐ Informal Observation ☐ Conferences ☐ Student Data ☐ Other

| | **Score** | **Calculation** |
|---|---|---|
| Metric 1: Instructional Practice Score (Domains 1 – 4) | | Instructional Practice 45%<br><br>Score is multiplied by 45% |
| | | |
| Metric 2: Deliberate Practice (1 - 4 points possible) | | Deliberate Practice 5%<br><br>Score is multiplied by 5% |
| | | |
| Metric 3: Student Performance Score (1 - 4 points possible) | | Student Performance Score 50%<br><br>Score is multiplied by 50% |
| | | |
| Final Summative Score - (IPS x 45%) + (DP x 5%) + (SPM x 50%) = | | |

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

_____ _____
Administrator Signature Date

_____ _____
Teacher Signature Date

## Scoring Method, Calculation and Evaluation Process

The instructional summative evaluation score is comprised of three components: Administrative Observation/Instructional Practice, Deliberate Practice Plan, and the Student Growth and Achievement:

- Administrative Observation/Instructional Practice = 45%
- Deliberate Practice Plan = 5%
- Student Growth and Achievement = 50%

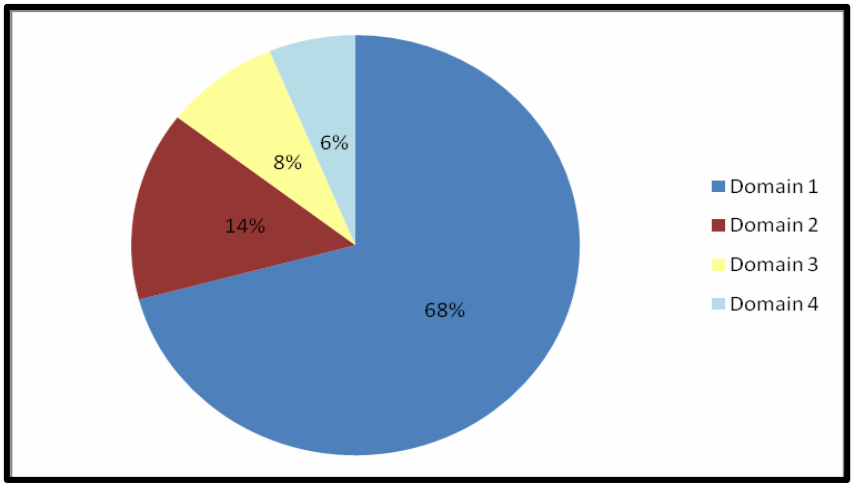
See Appendices K and L, Gadsden County School District Instructional Summative Evaluation for Classroom and Non-Classroom Teachers, at the beginning of Section 4. These documents will be used to calculate the final summative score. A formula is provided to demonstrate how the score is determined. This score along with the instructional practice score from Appendices P and Q, Status Score Worksheets, will be recorded on Appendices M and N, Gadsden County Annual Evaluation Report of Category I and II Teachers, and submitted to the district.

Instructional personnel and the evaluator, principal, will participate in a conference to complete and discuss the documents. All sources of evidence and or other documentation may be viewed at this time. During the first summative evaluation for struggling instructional personnel, a decision will be made jointly to determine if a performance improvement plan will be implemented to support future performance. Placement on a performance improvement plan must be documented in writing and shared with instructional personnel during a formal conference where the teacher is afforded the opportunity to have union representation if desired. The role of the representative is to ensure that the process does not violate the collective bargaining agreement as outlined in the Gadsden County Classroom Teachers Association contract. The role of the principal is to coach the teacher to mastery of desired instructional/professional practice. The role of the instructional personnel is to work with the principal to master the goals outlined in the plan.

During the first semester of employment, all newly hired and Category 1teachers should receive a minimum of five informal and formal observations and one evaluation. Category 2 teachers should receive a minimum of three informal and formal observations and one evaluation, especially if the previous year's evaluation was needs improving/developing or unsatisfactory. All evaluations must be submitted to the district's Human Resources Department one week prior to the end of the first and second semester for submission to the Florida Department of Education. There is no exception for submission of documentation for Category 1 and newly hired employees. Instructional personnel will receive feedback within ten (10) days following formal observations/evaluations.

Within the Instructional Practice component, there are four domains and the Deliberate Practice Plan that are weighted to determine the Instructional Practice Score. Each domain will is weighted as follows:

- Domain 1: Classroom Strategies and Behaviors - 41Elements, 68%
- Domain 2: Planning and Preparing - 8Elements, 14%
- Domain 3: Reflecting on Teaching - 5Elements, 8%
- Domain 4: Collegiality and Professionalism - 6Elements, 10%




Appendices P and Q, Category I and Category II Status Score Worksheets, will be used to calculate the instructional score which includes the status score (from domains 1 through4) and the deliberate practice score combined. *Values and percentages are already formulated in the spreadsheets for accuracy.* As indicated earlier, ratings include HE – Highly Effective with a value of four (4) points, E – Effective with a value of three (3) points, NE – Needs Improving/Developing with a value of two (2) points, and U – Unsatisfactory with a value of one (1) point. Refer to Table 8. Gadsden County will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HIM. Similar ratings will be provided for non-VAM scoring conversions as well for non-classroom teachers and classroom teachers who teach classes not measured by state-administered assessments. To determine the value added portion of the instructional evaluation, Gadsden County will use **Table 9**: **Specific Performance Scale and Students' Gains Breakdown** to determine proficiency or learning gains to calculate the percentage of students meeting expectations. This percentage is based on measures such as nine weeks examinations, district assessments, semester/final tests in content areas, PERT, ACT and SAT. Like the final weighted average of the four domains of the instructional practice part, the percentage learning gains translate into a range of scores with pre-determined labels for corresponding levels of performance (Tables 8 and 9).

**Table 8: Value Added Student Growth Rubric**

| **Performance Category and Rating used for Each Domain Element** | Highly Effective | Effective | Needs Improving/ Developing | Unsatisfactory |
|---|---|---|---|---|
| **Performance Scale** | 3.5-4.0 | 2.5-3.4 | 1.5-2.4 | 1.0-1.4 |
| **% Student Gains** | 76%-100% | 50%-75% | 26%-49% | 0%-25% |
| **Instructional Practice Score/VAM Score** | 4 | 3 | 2 | 1 |

**Table 9: Specific Performance Scale and Students' Gains Breakdown**

| Performance Scale | Percent of Students Making Gains |
|---|---|
| **3.5-4.0** | **Highly Effective (76%-100%)** |
| 3.5 | 76%-79% |
| 3.6 | 80%-83% |
| 3.7 | 84%-87% |
| 3.8 | 88%-93% |
| 3.9 | 93%-96% |
| 4.0 | 96%-100% |
| **2.5-3.4** | **Effective (50%-75%)** |
| 2.5 | 50.0%-53% |
| 2.6 | 53.5%-56% |
| 2.7 | 56.5%-59% |
| 2.8 | 59.5%-62% |
| 2.9 | 62.5%-65% |
| 3.0 | 65.5%-67% |
| 3.1 | 67.5%-69.5% |
| 3.2 | 70.0%-71% |
| 3.3 | 71%-72.5% |
| 3.4 | 72.5%-75% |
| **1.5-2.4** | **Needs Improving/Developing (26%-49%)** |
| 1.5 | 26.0%-28% |
| 1.6 | 28.5%-31% |
| 1.7 | 31.5%-34% |
| 1.8 | 34.5%-37% |
| 1.9 | 37.5%-40.0% |
| 2.0 | 40.5%-42.0% |
| 2.1 | 42.5%-44.5% |
| 2.2 | 45%-46.0% |
| 2.3 | 46.5%-47.5% |
| 2.4 | 48%-49% |
| **1.0-1.4** | **Unsatisfactory (0%-25%)** |
| 1.0 | 0%-5% |
| 1.1 | 6%-10% |
| 1.2 | 11%-15% |
| 1.3 | 16%-20% |
| 1.4 | 21%-25% |

## Calculating the Final Score

The final score is calculated by determining 50% of the Instructional Status Score and a 50% of the Value Added Measure results and adding the two together. Note: The instructional status score is comprised of two scores: a status score (score achieved at the time when an observation is made) and a deliberate practice score (score based on growth on specific strategies). In the sample that follows, the Instructional Status Score used is 3.4 and the Value Added Measure score is 3.0 (66% of students making learning gains – see Table 9). Using this example, the steps for calculating the final score are listed below:

(1) The instructional status score including the deliberate practice score (*administrative observation/evaluation*) of 3.4 will be multiplied by (.50)

(2) which is 50% of final score
Ex. 3.4 X .50 = 1.7 points

(3) The value added measure of 3.0 will be multiplied by (.50), the other 50% of the results.

Ex. 3.0 X .5 (1. 5 points)

(4) The instructional status score and the valued added measure are then added for the final rating: 1.7+1.45=3.15

(5) The final score for this sample is 3.2 which is equivalent to an overall evaluation rating of ***Effective***.

(6) The final score for Category I and II teachers is calculated using the **status score worksheets (excel spreadsheets) found in Appendices P and Q.**

For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., fifty percent(50%) or one-half of the evaluation (comprised of VAM results) will be used to assess student learning growth according to values identified on the ***Student Performance Measures*** chart in Section 1 of this document.

Regarding instructional personnel who are not classroom teachers under [Rule 6A-5.030(2)(a)6., F.A.C.] and classroom teachers of students for courses not assessed by statewide or standardized assessments [Rule 6A-5.030(2)(a)5., F.A.C], fifty percent (50%) of the evaluations will be based on their students' learning gains and or measures as identified on the ***Student Performance Measures*** chart.

## 5. Additional Requirements

**Roster Verification**

Gadsden District provides every opportunity for instructional personnel to review their class rosters for accuracy and to correct any mistakes in accordance with [Rule 6A-5.030(2) (f) 1. F.A.C.]. FLDOE matches students between Survey 2 (October FTE) and Survey 3 (February FTE) at the district and school levels for the purposes of VAM calculation. However, this matching process does not take into account any changes at the teacher and/or course levels. The district recognizes the value of including changes at the teacher and/or course level so that rosters reflect the most accurate list of students for a teacher. This additional level of roster verification allows teachers and administrators to personally certify that the students included in the student performance measure portion of their evaluation should be included.

In order for teachers to verify the accuracy of their rosters at the teacher and/or course level, the assessment coordinator, along with the Media and Technology Department, prints rosters for teachers in VAM courses for every school, based on the FTE Submission Files. Administrators and teachers are expected to complete the following steps in the process:

1. School administrators provide VAM Fully Matched Rosters to teachers.
2. If the teacher agrees that all students on the VAM Fully Matched Roster for their course(s) is accurate, he/she signs the roster and returns it to the administrator.
3. If the teacher identifies changes that should be made (i.e. removing a student or adding a student) to the roster, the teacher discusses the proposed change(s) with the administrator. If the change is approved by the administrator, he/she completes the Change Request Form with the requested information and submits it to the testing coordinator for processing.

Once the testing coordinator receives the completed Change Request Forms from school administrators, the changes are processed (additions and deletions) in the Roster Verification Tool during the FLDOE open window. Instructional personnel receives a final copy for confirmation that all corrections have been made and students on rosters should be counted toward their VAM calculation.

**Determination of Evaluator and Evaluation Input**

Duties of the School Principal are clearly defined in Statute 1012.28: "Each school principal is responsible for the performance of all personnel employed by the district school board and assigned to the school to which the school is assigned to the school to which the principal is assigned. The school principal shall faithfully and effectively apply the personnel assessment system approved by the school board pursuant to 1012.34. The principal is responsible for the evaluation system and may assign evaluation responsibilities to assistant principals assigned to the school building."

Florida Statute 1012.34(3)(c) allows for evaluator input from other trained personnel into the evaluation process. To improve the quality and frequency of feedback to the developing teacher it will be necessary to allow for input from other trained professionals. All school-based and district based administrators have been trained and/or updated in the Marzano Evaluation Model,

which the Gadsden District currently uses. Training occurred during the annual Administrators Institute pre-planning professional development workshops that were held mid-July 2015.

**Description of Training Program**

The District planned and implemented the Marzano Evaluation training program and processes to ensure that all employees subject to an evaluation system were informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation took place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures. Updated handbooks, templates, and a new online site (Observation360) have also been provided for administrators. [Rule 6A-5.030(2)(f)3., F.A.C.].

**Timely Feedback**

In accordance with s. 1012.34(3)(c), F.S., all evaluators are expected to provide the written report to the employee no later than 10 days after the evaluation takes place. The report can also be provided through Observation 360 and will be accessible electronically as soon as the evaluator selects finish and submit.

**Use of Evaluation Data for Professional Development**

This year, instructional staff members will complete a Deliberate Practice Plan (DPP). In this plan, action steps are proposed including what professional development a staff member will take to support their growth. These actions will be taken as an intentional study of a portion of your practice related to growth of an evaluation element. This will include professional learning trainings through Edivate, face to face professional development through PAEC and FLDRS, observing colleagues who are demonstrating best practices, book study, lesson study, PLCs and cross grade level PLCs that are focused on specific topics. [Rule 6A-5.030(2)(f)5., F.A.C.] The district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.]. Edivate and the ePDC will be used to track and monitor participation.

**Minimum Observation Expectation**

Pursuant to [Rule 6A-5.030(2)(f)7., F.A.C.], all instructional personnel must be evaluated at least once a year. Evaluators will use the following the schedule below to ensure all classroom teachers are observed a minimum number of times, according to their years of experience. Our minimum number of required observations and evaluations for classroom teachers also exceeds the minimum requirement pursuant to [Rule 6A-5.030(2)(f)8., F.A.C.]. Classroom teachers newly hired by the district are observed and evaluated twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].

**Table 10: First Year Teachers Observation/Evaluation Schedule**

| Status | Formal Observations (Announced) | Informal Observations (Announced or Unannounced)* 10-30 minutes | Walkthroughs *Minimum* 5-7 minutes | Evaluations |
|---|---|---|---|---|
| **New Teachers** | 3 Observations<br>2 Evaluations | 3 Informal Observations | Twice a Month | 2 times a Year |

**Table 11. Gadsden County Observation Schedule**

| Status | Formal Observations (Announced) | Informal Observations (Announced or Unannounced)* 10-30 minutes | Walkthroughs Minimum 5-7 minutes | Evaluations |
|---|---|---|---|---|
| Category I New Teacher (1-3 years of service or new to the district | 3 Observations<br>2 Evaluations | 3 | Twice a Month | 2 |
| Category II Teacher (4 or more years of service) | 2 Observations<br>1 Evaluation | 1 | Monthly | 1 |
| Struggling Teacher | 4 or more Observations<br>2 Evaluations | 5-9 | Twice a Month | 2 |

## Parental Involvement

As per Rule 6A-5.030(2)(f)9., F.A.C., the evaluation system must include a mechanism to give parents an opportunity to provide input into performance assessments when appropriate. Parent input will be collected from annual parent surveys, conferences, and feedback during parent involvement activities. This input is aligned to Domain 4: Collegiality and Professionalism and will indirectly inform the evaluation process.

## Peer Observation

Teachers have the opportunity to be observed and receive feedback on their instructional practice from peers through a non-evaluative observation process. This is mainly used through our Beginning Teacher Program by our mentor teachers. However, teachers who receive effective or higher evaluations for two consecutive years may elect to participate in peer observations with other effective or highly effective teachers. This process cannot occur without principal approval.

Principals may also require teachers performing at moderately effective and not effective levels for specific domain skill sets to observe teachers who are consistently performing effective or higher with those skill sets.

## 6. District Evaluation Procedures

Gadsden County will provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., all evaluators:
  - will submit written reports of the evaluation to the district school superintendent for the purpose of reviewing the employees contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - will submit written reports to all employees no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - will discuss the written evaluation reports with employee [Rule 6A-5.030(2)(g)3., F.A.C.].
  - In Gadsden County employees have the right to initiate a written response to their evaluations and the responses become permanent attachments to their personnel files [Rule 6A-5.030(2)(g)4., F.A.C.].
- Gadsden County will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
- Gadsden County will comply with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

## 7. District Self-Monitoring

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- the evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- the evaluator provides necessary and timely feedback to the employees being evaluated.
- the use of evaluation data is used to identify individual professional development.
- the use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

## 8. Appendix A – Checklist for Approval

**Performance of Students**

The district has provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation that is based on the performance of student criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ☐ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

**Instructional Practice**

The district has provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation system that is based on the instructional practice criterion.
- ☐ At least one-third of the evaluation is based on instructional practice.
- ☐ An explanation of the scoring method, including how it is calculated and

combined.
- ☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:
- ☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:
- ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:
- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:
- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

**Other Indicators of Performance**

The district has provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

**Summative Evaluation Score**

The district has provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

**Additional Requirements**

The district has provided and meets the following criteria:

- ☐ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of the district's peer assistance process, if any.

**District Evaluation Procedures**

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- ☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

**District Self-Monitoring**

The district self-monitoring includes processes to determine the following:

- ☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ☐ Evaluators provide necessary and timely feedback to employees being evaluated.
- ☐ Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- ☐ The use of evaluation data to identify individual professional development.
- ☐ The use of evaluation data to inform school and district improvement plans.

# 9. Appendix of Gadsden County Instructional Evaluation System Forms

## Appendix B

### Gadsden County Public Schools Board Policy
### ARTICLE VI

**TEACHER ASSESSMENT**

The parties recognize that the evaluation of the performance of all employees is the responsibility of the administration and that the evaluation process is designed to improve the quality of service performed by the employees and is not designed to be used as a punitive measure. The parties further recognize the importance and value of a procedure for assisting and evaluating the progress and success of both newly-employed and experienced personnel. The parties agree that the following guidelines should be used to accomplish these goals with employees.

A. During pre-school planning, or within the first ten days of reporting of the work site for active employment, each teacher shall be given a copy of the assessment criteria and the forms to be used. This distribution shall be followed by an explanation and discussion of the assessment process. A copy of all current teacher assessment forms shall be available upon request or on the district's website.
B. For the purpose of teacher assessment, the principal will make at least one (1) scheduled observational visit to the teacher's classroom. The principal may make as many unscheduled visits or as many additional scheduled visits as he/she sees fit, and his/her assessment may be based on any information which may be available to him/her at the time the assessment is made.
C. Within ten (10) school days after each such scheduled visit, the principal shall have a conference with the teacher, at which time the teacher shall receive a copy of the completed assessment form.
D. Each completed assessment form for the teacher and all copies of it shall be dated and signed by the principal and the teacher, with the teacher receiving one copy. The teacher's signature indicated only that he/she has read the completed form, and not necessarily that he/she agrees with the assessment.
E. Teachers receiving an evaluation marking of unsatisfactory or needs improvement in a domain category of the performance appraisal must have dated documentation attached to the performance appraisal by the evaluating administrator. This documentation shall note occurrences showing evidence of the teacher's deficiency in that domain.
F. In the event that the teacher disagrees with the written assessment of his/her performance, she/he may write her/his objections on the assessment report or attach them to the report to be placed in her/his personnel file.
G. The teacher, upon written request, shall have the right to review and reproduce the contents of the personnel file, being accompanied by a representative of the GCCTA, if desired, and in the presence of the administrator responsible for the safekeeping of such file.
H. The procedural provisions as described in paragraphs A through G above, are subject to the grievance procedure.
I. The personnel file of each teacher shall be open to inspection only by the School Board,

the Superintendent, the principal, the teacher, and such other persons as the teacher or the Superintendent may authorize in writing, unless otherwise provided by law.

J. The School Board shall have the right to reprimand, suspend, demote, or discharge its employees for just cause. Just Cause shall be defined to mean:
    a. The Board or its designees made an effort to discover if, in fact, the employee did violate or disobey a rule or order or management or did commit any of the acts referred to by Section 1012.33, Florida statues, prior to taking official action.
    b. The Board or its designees conducted a fair and objective investigation of the facts.
    c. The Board applied its rule and penalties uniformly and without discrimination to all employees.
    d. The employee was given an opportunity to present his/her side prior to official action being taken.
    e. The Board's rule or order that the employee has alleged to have violated was not arbitrary, capricious or discriminatory.
    f. The Board gave the employees forewarning of the consequences or possible consequences if the employee did not obey the rule of order.
    g. When determining the degree of discipline, consideration will be given to the employees' service record and the nature of the offense.

# Gadsden County Instructional Evaluation System

## Appendix D

Teacher Name: _____ Grade Level: _____ Date: _____ Time In: _____

Evaluator's Name: _____ Subject: _____ Observation Number: _____ Time Out: _____

## DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

**Involving Routine Events: Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.**

| PERFORMANCE OBJECTIVES | Level 0 Not Using | Level 1 Beginning | Level 2 Developing | Level 3 Applying | Level 4 Innovating |
|---|---|---|---|---|---|
| 1. A common board configuration is used to clearly outline learning objective(s), essential question(s), and instructional agenda/activities. | | | | | |
| 2. Learning objective is clearly displayed in the classroom. | | | | | |
| 3. Learning objective is a clear statement of knowledge or information as opposed to an activity or assignment. | | | | | |
| 4. Teacher routinely references learning objective during instruction. | | | | | |
| 5. Teacher has a scale or rubric that relates to the learning objective posted. | | | | | |
| 6. Teacher references scale or rubric for evaluating student throughout lesson. | | | | | |
| 7. A warm-up routine is clearly established. | | | | | |
| 8. Instruction begins on time and continues through the end of the period. | | | | | |

**Addressing Content: Students effectively interact with the new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.**

| PERFORMANCE OBJECTIVES | Level 0 Not Using | Level 1 Beginning | Level 2 Developing | Level 3 Applying | Level 4 Innovating |
|---|---|---|---|---|---|
| 1. The teacher clearly identifies essential questions and other critical information. | | | | | |
| 2. Students are organized to enable effective interaction with new knowledge (e.g. whole group, small group, centers, etc.). | | | | | |
| 3. An opportunity is provided to preview, process, and elaborate on new content. | | | | | |
| 4. Teacher chunks content into "digestible bites". | | | | | |
| 5. Teacher engages students in cognitively complex tasks involving hypothesis generating and testing. | | | | | |
| 6. Teacher provides resources and guidance to students. | | | | | |
| 7. Students are required to record and represent knowledge. | | | | | |
| 8. Students are provided opportunities to reflect on learning. | | | | | |
| 9. Students are organized to practice and deepen knowledge. | | | | | |
| 10. Students are organized for cognitively complex tasks. | | | | | |
| 11. Opportunities are provided for students to review content. | | | | | |
| 12. Opportunities are provided for students to compare and contrast. | | | | | |
| 13. Opportunities are provided for students to examine similarities and differences. | | | | | |
| 14. Opportunities are provided for students to examine errors in reasoning. | | | | | |
| 15. Opportunities are provided for students to practice skills, strategies, and processes. | | | | | |
| 16. Opportunities are provided for students to revise knowledge. | | | | | |

**Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains effective relationships with students. Teacher has high expectations for all students.**

| PERFORMANCE OBJECTIVES | Level 0 Not Using | Level 1 Beginning | Level 2 Developing | Level 3 Applying | Level 4 Innovating |
|---|---|---|---|---|---|
| 1. Teacher notices and reacts when students are not engaged. | | | | | |
| 2. Teacher uses both voluntary and non-voluntary strategies to elicit responses from students. | | | | | |
| 3. Teacher moves around the classroom to check for understanding and provide assistance to students. | | | | | |
| 4. Teacher provides instruction at a lively pace. | | | | | |
| 5. Teacher provides instruction with intensity and enthusiasm. | | | | | |
| 6. Teacher presents unusual or intriguing information. | | | | | |
| 7. Acknowledges adherence to rules and procedures. | | | | | |
| 8. Teacher fairly applies consequences. | | | | | |
| 9. Teacher demonstrates an understanding of students' interests and backgrounds. | | | | | |
| 10. Teacher displays behaviors that indicate affection for students. | | | | | |
| 11. Teacher displays behaviors that indicate objectivity and control. | | | | | |
| 12. Teacher displays behaviors that indicate values and respects for all students. | | | | | |
| 13. Teacher probes incorrect responses. | | | | | |
| 14. Teacher scaffolds instruction. | | | | | |
| 15. Teacher differentiates instruction. | | | | | |

General Rating Rubric

| Highly Effective | Effective | Improving/Developing | Unsatisfactory | Not Using |
|---|---|---|---|---|
| Adapts and Creates new Strategies for unique student needs and situations | Engages students in the strategy and monitors the extent to which it produces desired outcomes | Engages student in the strategy with not significant errors or omissions | Uses strategy incorrectly or with parts missing | The strategy was called for but not exhibited |

# Gadsden County Instructional Evaluation System

**PUPIL ENGAGEMENT:**

| Low | Med | High |
|---|---|---|
| 0-74% | 75-89% | 90-100% |

**VARIETY OF INSTRUCTION**

•Variety of Strategies •Check •Compare† -
•Connect† •Listen •Summarize†
• Graphic† • Groups† • Scaffold • Hypothesis†

**COGNITIVE LEVEL: "**

1 – Knowledge 2 – Comprehension
3 – Application 4 – Analysis
5 – Synthesis 6 – Evaluation

**ROUTINES / ASSESSMENT & STANDARDS**

•Goal† •Praise/Recognition†
•Rubric •Homework Analyzed†
•Relates lesson to standard
•Details expectations of standard proficiency

**GRADE LEVEL:**

N/A Below At Above

**SUPPORT FOR ENGLISH LEARNERS**

• Enunciation •Understand •Varied Technique
•Frequent Responses •Choral/Group •Academic Language
•Graphic Organizers

**Learning Objective:**

**Essential Question:**

**Lesson Agenda:**

**Bell Ringer:**

**What is the teacher doing?**

**What are the students doing?**

**VARIETY OF INSTRUCTION**

- **Illustrate** – Gives info, illustrates concepts with 2 or more approaches and strategies.
- **Checks** – Questions to check that pupils track lesson. Differs from ELD, as CFU there aims to determine depth/quality of understanding
- **Compare** – Ask student to compare, contrast, classify or use analogies or metaphors
- **Connect to Prior Knowledge** – Can be calling up earlier relevant experience or review
- **Listens Actively** – Teacher restates, reframes, or poses questions to extend pupils' thinking
- **Summarizing/Note Taking** – Teacher requires pupils to perform either behavior
- **Graphic Organizers/Non-Linguistic Representation** – Teacher uses or requires these devices
- **Groups** – Pupils work in structured way in groups or pairs to accomplish specific tasks that promote learning
- **Scaffold** – Intentional use of information, strategies or props to temporarily support the learner while she builds expertise, extends knowledge, or refines basic skills. E.g., teacher may have pupils highlight researched items to assist with organization, categorization, conducting future research.
- **Generating/test a hypothesis** – Teacher/student pose or test hypothesis

**ROUTINES/ASSESSMENT & STANDARDS**

- **Goal** – Teacher announces learning goal or objective of lesson
- **Praise/Recognition** – Any respectful teacher behavior designed to foster greater, or more specified pupil learning
- **Rubric** – Scoring guides available/visible to help students determine quality of their own work
- **Homework** - Analyzed/displayed
- **Relates Lesson to Standard** – Teacher clearly identifies what students shall learn according to the standard – No need to call out number of standard
- **Details Proficiencies Expectations** – Teacher clearly identifies "how good is good enough" according to standard being taught – identifies what master looks like

**STANDARD LEVEL**

- **At Grade Level** – Lesson clearly teaches some portion of standard from grade level observed – Lesson need not address or attempt all standard

**ENGAGEMENT**

- **Engagement** - % pupils actively attending

**SUPPORT FOR ENGLISH LANGUAGE LEARNERS**

- **Model** – Teacher clearly enunciates and correctly models use of English, free of all errors
- **Understanding** – Teacher ascertains by question, observation or inference depth and quality of ELL's comprehension
- **Technique** – Teacher employs two or more to assure ELL comprehension. E.g., body language, media, hands-on activities
- **Key Task** – Teacher explains or demonstrates critical tasks in a variety of ways, e.g., saying, showing, modeling
- **Responses** – Teacher elicits frequent verbal or non-verbal responses
- **Choral** –Teacher calls for choral, group or interactive work from students
- **Graphic Organizer** – Teacher adapts content through graphic organizers, study guides, outlines, highlighted or summarized text
- **Language** – Teacher explicitly guides development or proficiency in academic language

**COGNITIVE LEVEL**

- **Cognitive Level** – Highest level pupils required/invited to perform

| Level One Activities Recall | Level Two Activities Skill/Concept | Level Three Activities Strategic Thinking | Level Four Activities Extended Thinking |
|---|---|---|---|
| Arrange<br>Calculate<br>Define<br>Draw<br>Identify<br>Illustrate<br>Label<br>List<br>Match<br>Measure<br>Memorize<br>Name<br>Recall<br>Quote<br>Recite<br>Recognize<br>Repeat<br>State<br>Tabulate<br>Tell<br>Use<br>Who<br>What<br>When<br>Where<br>Why | Infer<br>Categorize<br>Collect<br>Display<br>Identify Patterns<br>Organize<br>Construct<br>Modify<br>Predict<br>Interpret<br>Distinguish<br>Use Context<br>Make Observations<br>Summarize<br>Show<br>Graph<br>Classify<br>Separate<br>Cause/Effect<br>Estimate<br>Compare<br>Relate | Revise<br>Appraise<br>Assess<br>Develop an Argument<br>Construct<br>Critique<br>Formulate Hypothesis<br>Draw Conclusions<br>Cite Evidence<br>Differentiate<br>Investigate<br>Compare<br>Use Concepts to Solve Non-Routine Problem<br>Explain Phenomena In Terms of Concepts<br>Develop a Logical Arguments | Design<br>Connect<br>Prove<br>Synthesize<br>Critique<br>Analyze<br>Create<br>Apply Concept |
| Recall elements and details of story structure, such as sequence of events, character, plot and setting.<br><br>Conduct basic mathematical calculations.<br><br>Label locations on a map.<br><br>Represent in words or diagrams a scientific concept or relationship.<br><br>Perform routine procedures like measuring length or using punctuation marks correctly.<br><br>Describe the features of a place or people. | Identify and summarize the major events in a narrative.<br><br>Use context cues to identify the meaning of unfamiliar words.<br><br>Solve routine multiple-step problems.<br><br>Describe the cause/effect of a particular event.<br><br>Identify patterns in events or behavior.<br><br>Formulate a routine problem given data and conditions.<br><br>Organize, represent and interpret data. | Identify and summarize the major events in a narrative.<br><br>Use context cues to identify the meaning of unfamiliar words.<br><br>Solve routine multiple-step problems.<br><br>Describe the cause/effect of a particular event.<br><br>Identify patterns in events or behavior.<br><br>Formulate a routine problem given data and conditions.<br><br>Organize, represent and interpret data. | Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.<br><br>Apply mathematical model to illuminate a problem or situation.<br><br>Analyze and synthesize information from multiple sources.<br><br>Describe and illustrate how common themes are found across texts from different cultures.<br><br>Design a mathematical model to inform and solve a practical or abstract situation. |

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

# Gadsden County Instructional Evaluation System

## Appendix E

| | | | |
|---|---|---|---|
| Teacher's Name: | | Planning Conference Date: | |
| Observer's Name: | | Observation Date: | |

## DOMAIN 2: PLANNING AND PREPARING-ROUTINE EVENTS

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

| CLASSROOM DEMOGRAPHICS | Level 0 Not Using | Level 1 Beginning | Level 2 Developing | Level 3 Applying | Level 4 Innovating |
|---|---|---|---|---|---|
| Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc). | | | | | |
| **ROUTINE EVENTS** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| What will you do to establish learning goals, track student progress and celebrate success for this lesson? | | | | | |
| **PLANNING AND PREPARING FOR LESSONS AND UNITS** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| How will you scaffold the content within this lesson?<br>Please describe:<br>• The rationale for how the content of the lesson is organized<br>• The rationale for the sequence of instruction<br>• How the content is related to previous lessons, units or other content<br>• Possible confusion that may impact the lesson? | | | | | |
| How does the lesson progress within the unit over time?<br>Please describe:<br>• How lessons within the unit progress toward deep understanding and transfer of content<br>• Describe how students will make choice and take initiatives<br>• How learning will be extended? | | | | | |
| How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced?<br>Please describe:<br>• Important content (scope) identified by the district<br>• Sequence of the content to be taught as identified by the district | | | | | |
| **PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| How will the resources and materials that you select be used to enhance students' understanding of the content?<br>Please describe the resources that will be used:<br>• Traditional resources<br>• Technology | | | | | |
| **PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?<br>Please describe:<br>• Specific accommodations to be made | | | | | |

**General Rating Rubric**

| Highly Effective | Effective | Improving/Developing | Unsatisfactory | Not Using (NU) |
|---|---|---|---|---|
| Adapts and Creates new Strategies for unique student needs and situations | Engages students in the strategy and monitors the extent to which it produces desired outcomes | Engages student in the strategy with not significant errors or omissions | Uses strategy incorrectly or with parts missing | The strategy was called for but not exhibited |

# Gadsden County Instructional Evaluation System

## Appendix F

| | | | |
|---|---|---|---|
| Teacher's Name: | | Planning Conference Date: | |
| Observer's Name: | | Observation Date: | |

## DOMAIN 2: PLANNING AND PREPARING-CONTENT

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

| CLASSROOM DEMOGRAPHICS | Level 0 Not Using | Level 1 Beginning | Level 2 Developing | Level 3 Applying | Level 4 Innovating |
|---|---|---|---|---|---|
| Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc). | | | | | |
| **CONTENT** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| What will you do to help students practice new knowledge?<br>What will I do to help students generate and test hypothesis about new knowledge?<br>What will you do to help students interact with new knowledge? | | | | | |
| **PLANNING AND PREPARING FOR LESSONS AND UNITS** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| How will you scaffold the content within this lesson?<br>Please describe:<br>• The rationale for how the content of the lesson is organized<br>• The rationale for the sequence of instruction<br>• How the content is related to previous lessons, units or other content<br>• Possible confusion that may impact the lesson? | | | | | |
| How does the lesson progress within the unit over time?<br>Please describe:<br>• How lessons within the unit progress toward deep understanding and transfer of content<br>• Describe how students will make choice and take initiatives<br>• How learning will be extended? | | | | | |
| How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced?<br>Please describe:<br>• Important content (scope) identified by the district<br>• Sequence of the content to be taught as identified by the district | | | | | |
| **PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Highly Effective** |
| How will the resources and materials that you select be used to enhance students' understanding of the content?<br>Please describe the resources that will be used:<br>• Traditional resources<br>• Technology | | | | | |
| **PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?<br>Please describe:<br>• Specific accommodations to be made | | | | | |

**General Rating Rubric**

| Highly Effective | Effective | Improving/Developing | Unsatisfactory | Not Using (NU) |
|---|---|---|---|---|
| Adapts and Creates new Strategies for unique student needs and situations | Engages students in the strategy and monitors the extent to which it produces desired outcomes | Engages student in the strategy with not significant errors or omissions | Uses strategy incorrectly or with parts missing | The strategy was called for but not exhibited |

# Gadsden County Instructional Evaluation System

## Appendix G

Teacher's Name: _____ Planning Conference Date: _____

Observer's Name: _____ Observation Date: _____

## DOMAIN 2: PLANNING AND PREPARING-ENACTING ON THE SPOT

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

| CLASSROOM DEMOGRAPHICS | Level 0 Not Using | Level 1 Beginning | Level 2 Developing | Level 3 Applying | Level 4 Innovating |
|---|---|---|---|---|---|
| Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc). | | | | | |
| **ENACTING ON THE SPOT** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| What will you do to engage students in the lesson?<br>What will I do to acknowledge lack of adherence to classroom rules and procedures?<br>What will I do to establish and maintain relationships with students during this lesson?<br>What will I do to communicate high expectation to student within this lesson?<br>How will this lesson be organized as part of a cohesive unit? | | | | | |
| **PLANNING AND PREPARING FOR LESSONS AND UNITS** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| How will you scaffold the content within this lesson?<br>Please describe:<br>• The rationale for how the content of the lesson is organized<br>• The rationale for the sequence of instruction<br>• How the content is related to previous lessons, units or other content<br>• Possible confusion that may impact the lesson? | | | | | |
| How does the lesson progress within the unit over time?<br>Please describe:<br>• How lessons within the unit progress toward deep understanding and transfer of content<br>• Describe how students will make choice and take initiatives<br>• How learning will be extended? | | | | | |
| How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced?<br>Please describe:<br>• Important content (scope) identified by the district<br>• Sequence of the content to be taught as identified by the district | | | | | |
| **PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| How will the resources and materials that you select be used to enhance students' understanding of the content?<br>Please describe the resources that will be used:<br>• Traditional resources<br>• Technology | | | | | |
| **PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?<br>Please describe:<br>• Specific accommodations to be made | | | | | |

General Rating Rubric

| Highly Effective | Effective | Improving/Developing | Unsatisfactory | Not Using (NU) |
|---|---|---|---|---|
| Adapts and Creates new Strategies for unique student needs and situations | Engages students in the strategy and monitors the extent to which it produces desired outcomes | Engages student in the strategy with not significant errors or omissions | Uses strategy incorrectly or with parts missing | The strategy was called for but not exhibited |

# Gadsden County Instructional Evaluation System

## Appendix H

| | | | |
|---|---|---|---|
| **Teacher's Name:** | | **Planning Conference Date:** | |
| **Observer's Name:** | | **Observation Date:** | |

## DOMAIN 3: REFLECTING ON TEACHING

| EVALUATING PERSONAL PERFORMANCE | Level 0 Not Using | Level 1 Beginning | Level 2 Developing | Level 3 Applying | Level 4 Innovating |
|---|---|---|---|---|---|
| The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are on the spot). | | | | | |
| The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty. | | | | | |
| The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies. | | | | | |
| **PERSONAL GROWTH PLAN** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources. | | | | | |
| The teacher charts his or her progress toward goals using established action plans, milestones and timelines. | | | | | |

**General Rating Rubric**

| Highly Effective | Effective | Improving/Developing | Unsatisfactory | Not Using (NU) |
|---|---|---|---|---|
| Adapts and Creates new Strategies for unique student needs and situations | Engages students in the strategy and monitors the extent to which it produces desired outcomes | Engages student in the strategy with not significant errors or omissions | Uses strategy incorrectly or with parts missing | The strategy was called for but not exhibited |

# Gadsden County Instructional Evaluation System

## Appendix I

| | | | |
|---|---|---|---|
| Teacher's Name: | | Planning Conference Date: | |
| Observer's Name: | | Observation Date: | |

## DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

| POSITIVE ENVIRONMENT | Level 0 Not Using | Level 1 Beginning | Level 2 Developing | Level 3 Applying | Level 4 Innovating |
|---|---|---|---|---|---|
| The teacher interacts with other teachers in a positive manner to promote and support student learning. | | | | | |
| The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships. | | | | | |
| **IDEAS AND STRATEGIES** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors. | | | | | |
| The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors. | | | | | |
| **DISTRICT AND SCHOOL DEVELOPMENT** | **Level 0 Not Using** | **Level 1 Beginning** | **Level 2 Developing** | **Level 3 Applying** | **Level 4 Innovating** |
| The teacher is aware of the district and school's rules and procedures and adheres to them. | | | | | |
| The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability. | | | | | |

**General Rating Rubric**

| Highly Effective | Effective | Improving/Developing | Unsatisfactory | Not Using (NU) |
|---|---|---|---|---|
| Adapts and Creates new Strategies for unique student needs and situations | Engages students in the strategy and monitors the extent to which it produces desired outcomes | Engages student in the strategy with not significant errors or omissions | Uses strategy incorrectly or with parts missing | The strategy was called for but not exhibited |

# Gadsden County Instructional Evaluation System

## Appendix J

### Climate Survey for Parents/Guardians

Please complete one survey per family by placing an "x" in the column that most reflects your opinion.

| | Strongly Agree | Agree | Agree and Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. My child's school is a supportive and inviting place for students. | | | | | |
| 2. My child is safe at school. | | | | | |
| 3. My child is receiving a rigorous and relevant education at his/her school. | | | | | |
| 4. My child's school is a supportive and inviting place for parents/guardians and I feel welcome at this school. | | | | | |
| 5. My child is receiving instruction that prepares him/her to be successful on the FSA/FCAT. | | | | | |
| 6. Teachers at my child's school are interested in what I have to say. | | | | | |
| 7. I am satisfied with communication with my child's teacher(s) and other school officials. | | | | | |
| 8. I am actively involved in my child's education and attend most school activities. | | | | | |
| 9. My child likes his/her teachers. | | | | | |
| 10. My child is receiving a good education at this school. | | | | | |
| 11. My child receives academic help when it is needed. | | | | | |

12. What is your relationship to the child you are reporting about? (please choose one)
**□ Parent(s) □ Legal Guardian □ Other adult in the household**

13. What is the name of your child's school?

14. What is the grade level of your child?
**□ K □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 □ 11 □ 12**

The one thing that I appreciate most about my child's school is:

The one thing I would like most to change about my child's school is:

# Gadsden County Instructional Evaluation System

## Appendix K
## 2015-2016 Climate Survey for Students (Grades 3-5)

Please complete this survey by placing an "x" in the column that best represents your feelings.

| | Yes | Sometimes | No | Don't Know |
|---|---|---|---|---|
| 1. My teachers believe that all students can do good work. | | | | |
| 2. All students are encouraged to do their very best. | | | | |
| 3. Usually my teacher does a good job of explaining what I am supposed to learn. | | | | |
| 4. I ask for help from my teachers or others when I need it. | | | | |
| 5. Teachers at this school know my name. | | | | |
| 6. My teacher will miss me when I'm absent. | | | | |
| 7. I can talk to a teacher at this school about things that are bothering me. | | | | |
| 8. My classmates like me. | | | | |
| 9. I know how to make friends with new people. | | | | |
| 10. I care about other people's feelings and what they think. | | | | |
| 11. I am careful when I use something that belongs to someone else. | | | | |
| 12. I know how to disagree without starting a fight or an argument. | | | | |
| 13. My teachers helps me when I do not understand the lesson | | | | |
| 14. I respect people even if they are different or are not like me. | | | | |
| 15. Students in this school help each other. | | | | |
| 16. Some students are picked on in this school. | | | | |
| 17. I feel safe at school | | | | |
| 18. I like my school. | | | | |

If you do not feel safe at school all the time please tell us why you feel this way.

What is the name of your school?

What grade are you in? □ 3 □ 4 □ 5

Are you a? □ **Boy** □ **Girl**

What groups describe you best? (you may mark more than one)
□ **African-American/Black** □ **Hispanic/Latino** □ **White** □ **Asian** □ **American**
□ **Indian** □ **Other**

Is there a language other than English spoken in your home? □ **Yes** □ **No**

# Gadsden County Instructional Evaluation System

## Appendix L

## 2015-2016 Climate Survey for Students (Grades 6-12)

Please complete this survey by placing an "x" in the column that best represents your feelings.

| | Strongly Agree | Agree | Agree and Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. At this school, students are encouraged to work to the best of their abilities. | | | | | |
| 2. Students are recognized for their involvement in art, music, debate, sports, or other activities. | | | | | |
| 3. Teachers and other adults at this school believe that all students can do good work. | | | | | |
| 4. There are lots of chances for students in my school to talk with teachers one-on-one. | | | | | |
| 5. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me. | | | | | |
| 6. At school, there is a teacher or some other adult who will miss me when I'm absent. | | | | | |
| 7. My teachers are fair and treat me with respect. | | | | | |
| 8. Lots of parents come to events at my school. | | | | | |
| 9. I am safe at school. | | | | | |
| 10. Students in this school help each other. | | | | | |
| 11. There are opportunities at school for me to receive help from my teachers when I need it. | | | | | |
| 12. Students at this school are often teased or picked on. | | | | | |
| 13. Crime and violence are major concerns at school. | | | | | |
| 14. When students break rules, they are treated fairly. | | | | | |
| 15. At school, decisions are made based on what is best for students. | | | | | |
| 16. Students are involved in helping to solve school problems. | | | | | |
| 17. This school emphasizes showing respect for all students' cultural beliefs and practices. | | | | | |
| 18. My teachers are prepared to teach students from different cultural backgrounds. | | | | | |
| 19. The instruction that I am receiving at this school is preparing me for college and a career. | | | | | |
| 20. The instruction I am receiving at this school prepares me to pass the FSA/FCAT | | | | | |

| How often have you personally seen students do these things at this school or at school events over the past 12 months? | 0 times | 1-2 times | 3-6 times | 7-12 times | 12 or more |
|---|---|---|---|---|---|
| 21. Under the influence of drugs (marijuana, crack, coke) | | | | | |
| 22. Under the influence of alcohol (beer/wine/liquor) | | | | | |
| 23. Destroy things (vandalism) | | | | | |
| 24. Get into fights | | | | | |
| 25. Steal things | | | | | |
| 26. Threaten or bully | | | | | |
| 27. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays) | | | | | |
| 28. I am able to speak with a school counselor, if I feel I need help. | | | | | |

# Gadsden County Instructional Evaluation System

29. What school are you currently attending?

30. What grade are you in?
□ 6 □ 7 □ 8 □ 9 □ 10 □ 11 □ 12

31. Are you a?
□ **Male** □ **Female**

32. What groups describe you best? (you may mark more than one)
□ **African-American/Black** □ **Hispanic/Latino** □ **White** □ **Asian** □ **American Indian** □ **Other**

33. Is there an adult who really knows what you do with your free time?
□ **Yes** □ **No**

34. Do you have someone outside of school who can help you with homework?
□ **Yes** □ **No**

35. Is there a language other than English spoken in your home?
□ **Yes** □ **No**

36. What grades do you usually get?
□ **Mostly A's** □ **Mostly B's** □ **Mostly C's** □ **Mostly D's and F's**

37. During the past year, how many days did you miss school without permission?
□ **Never** □ **Less than once a month** □ **Once a month or more**

38. During an average week, how much time do you spend helping other people without getting paid (examples: helping senior citizens or neighbors; watching young children; peer teaching; tutoring; mentoring; helping the environment; doing other volunteer activities)?
□ **0 hours** □ **About 1 hour** □ **About 2-3 hours** □ **About 4 hours or more**

39. During an average week, how much time do you spend participating in organized activities after school or on weekends (examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)?
□ **0 hours** □ **About 1 hour** □ **About 2-3 hours** □ **About 4 hours or more**

40. The one thing I like most about my school is:

41. The one thing I would most like to change about my school is:

# Gadsden County Instructional Evaluation System

## Appendix M

Gadsden County Annual Evaluation Report for
Category I Teachers: 1-3 Years of Service
*Instructional Practice Score*

**Teacher:** _____ **Years of Service:** _____

**School:** _____ **Current Assignment:** _____

**Evaluator:** _____ **Date:** _____

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

**Directions:** Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status score.

### 1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

**Directions:** Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

**Domain 1 Sources of Evidence** (select all that applies):
- ❒ Formal Observation
- ❒ Informal, Announced Observation
- ❒ Informal Unannounced Observation
- ❒ Walkthrough
- ❒ Artifacts:

_____

- ❒ Other: _____

**Domain 2 Sources of Evidence** (select all that applies):
- ❒ Planning (Pre) Conference
- ❒ Artifacts:

_____

- ❒ Other: _____

**Domain 3 Sources of Evidence** (select all that applies):
- ❒ Self-Assessment
- ❒ Reflection (Post) Conference
- ❒ Professional Growth Plan
- ❒ Artifacts:

_____

- ❒ Other: _____

**Domain 4 Sources of Evidence** (select all that applies):
- ❒ Conferences
- ❒ Discussions
- ❒ Artifacts:

_____

- ❒ Other: _____

**Evaluator Comments:**

| ❒ HIGHLY EFFECTIVE (4) | ❒ EFFECTIVE (3) | ❒ NEEDS IMPROVING/DEVELOPING (2) | ❒UNSATISFACTORY (1) |
|---|---|---|---|
| Overall Status Score of 3.5 – 4.0 | Overall Status Score of 2.5 – 3.4 | Overall Status Score of 1.5 – 2.4 | Overall Status Score of 1.0 – 1.4 |

# Gadsden County Instructional Evaluation System

## 2. Final Score

The final score reflects the teacher's overall status score calculations. The district determines the weight of the status scores toward overall score.

**Directions:** Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in orange in the spreadsheet.

**Evaluator Comments:**

| ❒ HIGHLY EFFECTIVE (4) | ❒ EFFECTIVE (3) | ❒ NEEDS IMPROVING/ DEVELOPING (2) | ❒ UNSATISFACTORY (1) |
|---|---|---|---|
| Overall Final Score of 3.5 – 4.0 | Overall Final Score of 2.5 – 3.4 | Overall Final Score of 1.5 – 2.4 | Overall Final Score of 1.0 – 1.4 |

## 3. Signatures

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

Evaluator's Signature: _____ Date: _____

**Teacher:** I acknowledge the receipt of this Evaluation Form.

Teacher's Signature: _____ Date: _____

Teacher Comments:

# Gadsden County Instructional Evaluation System

## Appendix N

Gadsden County Evaluation Report for
Category II Teachers: 4 or More Years of Service
*Instructional Practice Score*

**Teacher:** _____ **Years of Service:** _____

**School:** _____ **Current Assignment:** _____

**Evaluator:** _____ **Date:** _____

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

**Directions:** Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status score.

### 1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

**Directions:** Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in green in the spreadsheet.

**Domain 1 Sources of Evidence** (select all that applies):
- ❒ Formal Observation
- ❒ Informal, Announced Observation
- ❒ Informal Unannounced Observation
- ❒ Walkthrough
- ❒ Artifacts: _____
- ❒ Other: _____

**Domain 2 Sources of Evidence** (select all that applies):
- ❒ Planning (Pre) Conference
- ❒ Artifacts: _____
- ❒ Other: _____

**Domain 3 Sources of Evidence** (select all that applies):
- ❒ Self-Assessment
- ❒ Reflection (Post) Conference
- ❒ Professional Growth Plan
- ❒ Artifacts: _____
- ❒ Other: _____

**Domain 4 Sources of Evidence** (select all that applies):
- ❒ Conferences
- ❒ Discussions
- ❒ Artifacts: _____
- ❒ Other: _____

**Evaluator Comments:**

| ❒ HIGHLY EFFECTIVE (4) | ❒ EFFECTIVE (3) | ❒ NEEDS IMPROVING/DEVELOPING (2) | ❒ UNSATISFACTORY (1) |
|---|---|---|---|
| Overall Status Score of 3.5 – 4.0 | Overall Status Score of 2.5 – 3.4 | Overall Status Score of 1.5 – 2.4 | Overall Status Score of 1.0 – 1.4 |

# Gadsden County Instructional Evaluation System

## 2. Final Score

The final score reflects the teacher's overall status score calculations. The district determines the weight of the status overall score.

**Directions:** Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

**Evaluator Comments:**

| ❒ HIGHLY EFFECTIVE (4) | ❒ EFFECTIVE (3) | ❒ NEEDS IMPROVING/DEVELOPING (2) | ❒ UNSATISFACTORY (1) |
|---|---|---|---|
| Overall Final Score of 3.5 – 4.0 | Overall Final Score of 2.5 – 3.4 | Overall Final Score of 1.5 – 2.4 | Overall Final Score of 1.0 – 1.4 |

## 3. Signatures

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

Evaluator's Signature: _____ Date: _____

**Teacher:** I acknowledge the receipt of this Evaluation Form.

Teacher's Signature: _____ Date: _____

Teacher Comments:

# Gadsden County Instructional Evaluation Model

## Appendix P

## Category I Status Score Worksheet

| Teacher Name: | | School: | | Date: | |
|---|---|---|---|---|---|

### STATUS SCORE

**Directions:**

1. **Using the Domain Forms (D-I), count the number of times each scale level has been recorded.**
2. **Enter the frequency in the yellow highlighted cells.**

| Frequency | D1 | D2 | D3 | D4 |
|---|---|---|---|---|
| Level 4 (Innovating) | 12 | 7 | 4 | 3 |
| Level 3 (Applying) | 34 | 14 | 8 | 6 |
| Level 2 (Developing) | 15 | 7 | 5 | 4 |
| Level 1 (Beginning) | 3 | 4 | 3 | 2 |
| Level 0 (Not Using) | 2 | 3 | 2 | - |
| **Total Elements Used** | 66 | 35 | 22 | 15 |

| Percentages | D1 | D3 | D3 | D4 |
|---|---|---|---|---|
| Level 4 | 18% | 20% | 18% | 20% |
| Level 3 | 52% | 40% | 36% | 40% |
| Level 2 | 23% | 20% | 23% | 27% |
| Level 1 | 5% | 11% | 14% | 13% |
| Level 0 | 3% | 9% | 9% | 0% |
| | 100% | 100% | 100% | 100% |

### DELIBERATE PRACTICE SCORE

**Directions:**

**4. Enter final scale level of each target Element in yellow highlighted cells.**

| Deliberate Practice | Final Rating |
|---|---|
| **D1 Target Element 1** | |
| **D1 Target Element 2** | |
| **D1 Target Element 3** | |

3. **Adjust weights in gray highlighted cells must add up to 100%.**

| Category I Teachers (View Scale) | D1 | D2 | D3 | D4 |
|---|---|---|---|---|
| Status Score | 3 | 2 | 2 | 2 |
| Weight | 68% | 13% | 8% | 10% |
| Weighted Score | 2.05 | 0.27 | 0.17 | 0.20 |
| **Overall Status Score:** | **2.68** | | | |
| **Overall Status:** | | | | |

100%

| Category I Teachers | D1 |
|---|---|
| Deliberate Practice Score | |
| Weight | 100% |
| Weighted Score | |
| **Overall Deliberate Practice Score:** | **0.00** |
| **Overall Deliberate Practice:** | |

**FINAL SCALE**

| HIGHLY EFFECTIVE | EFFECTIVE | NEEDS IMPROVING OR DEVELOPING | UNSATISFACTORY |
|---|---|---|---|
| 3.5-4.0 | 2.5-3.4 | 1.5-2.4 | 1.0-1.4 |

**5. Adjust weights in gray highlighted cells; must add up to 100%.**

| Category I instructional Practice Score, Year 1 | Score | Weight | Final |
|---|---|---|---|
| Overall status score | 2.68 | 100% | 2.68 |
| Overall deliberate practice score | 0 | 0% | - |
| **Final Score:** | | | 2.68 |
| **Final Proficiency Level:** | | Effective | |

| Category I Instructional Practice Score, Year 2 | Score | Weight | Final |
|---|---|---|---|
| Overall status score | 2.68 | 60% | 1.61 |
| Overall deliberate practice score | 0.00 | 40% | - |
| **Final Score:** | | | 1.61 |
| **Final Proficiency Level:** | | Developing | |

# Gadsden County Instructional Evaluation Model

## Appendix Q

## Category II Status Score Worksheet

| Teacher Name: | | School: | | Date: | |
|---|---|---|---|---|---|

### STATUS SCORE

**Directions:**

1. **Using the Domain Forms (D-I), count the number of times each scale level has been recorded.**
2. **Enter the frequency in the yellow highlighted cells.**

| Frequency | D1 | D2 | D3 | D4 |
|---|---|---|---|---|
| Level 4 (Innovating) | | | | |
| Level 3 (Applying) | | | | |
| Level 2 (Developing) | | | | |
| Level 1 (Beginning) | | | | |
| Level 0 (Not Using) | | | | |
| **Total Elements Used** | | | | |

| Percentages | D1 | D3 | D3 | D4 |
|---|---|---|---|---|
| Level 4 | | | | |
| Level 3 | | | | |
| Level 2 | | | | |
| Level 1 | | | | |
| Level 0 | | | | |
| | 0% | 0% | 0% | 0% |

### DELIBERATE PRACTICE SCORE

**Directions:**

**4. Enter final scale level of each target Element in yellow highlighted cells.**

| Deliberate Practice | Final Rating |
|---|---|
| **D1 Target Element 1** | |
| **D1 Target Element 2** | |
| **D1 Target Element 3** | |

**3. Adjust weights in gray highlighted cells; must add up to 100%.**

| Category II Teachers (View Scale) | D1 | D2 | D3 | D4 |
|---|---|---|---|---|
| Status Score | | | | |
| Weight | 68% | 13% | 8% | 10% |
| Weighted Score | | | | |
| **Overall Status Score:** | **0** | | | |
| **Overall Status:** | | | | |

| Category II Teachers | D1 |
|---|---|
| Deliberate Practice Score | |
| Weight | 100% |
| Weighted Score | |
| **Overall Deliberate Practice Score:** | **0.00** |
| **Overall Deliberate Practice:** | |

**FINAL SCALE**

| HIGHLY EFFECTIVE | EFFECTIVE | NEEDS IMPROVING OR DEVELOPING | UNSATISFACTORY |
|---|---|---|---|
| 3.5-4.0 | 2.5-3.4 | 1.5-2.4 | 1.0-1.4 |

**5. Adjust weights in gray highlighted cells; must add up to 100%.**

| Category I instructional Practice Score, Year 1 | Score | Weight | Final | |
|---|---|---|---|---|
| Overall status score | 0.00 | 100% | 0.00 | |
| Overall deliberate practice score | 0 | 0% | - | |
| **Final Score:** | | | 0.00 | |
| **Final Proficiency Level:** | | Effective | | |

| Category II Instructional Practice Score, Year 2 | Score | Weight | Final |
|---|---|---|---|
| Overall status score | 0.00 | 60% | - |
| Overall deliberate practice score | 0.00 | 40% | - |
| **Final Score:** | | | - |
| **Final Proficiency Level:** | | | Developing |

**Proviso**: This document is a revision of the approved *2014-2015 Gadsden County Teacher Evaluation Model*; it, *2015-2016 Gadsden County Instructional Evaluation System,* has not been submitted for approval to the Gadsden County School Board nor the Gadsden County Classroom Teachers Association at this time.