



2024 - 2025

Instructional Personnel Evaluation System



Calhoun County School District
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School Board Approved 11/19/2024

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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Part I: Evaluation System Overview

The Instructional Evaluation System is built upon the Florida Educator Accomplished Practices, and *The 2017 Update Marzano Focused Teacher Evaluation Model*. Dr. Marzano's research provides the district with a framework for instruction based upon sound educational principles and contemporary research in effective educational practices for the purpose of increasing student learning growth by improving the quality of instruction. The system provides an on-going evaluation that fosters continued improvement and opportunity for professional growth. Dr. Marzano provides a rubric that enables both the teacher and administrator to clearly distinguish between performances at each level. Throughout the process, the primary focus of the evaluation will be to increase student learning.

The 2017 Update Marzano Focused Teacher Evaluation Model is divided into four domain areas:

- Standards-Based Planning,
- Standards-Based Instructional,
- Conditions for Learning, and
- Professional Responsibilities.

A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrates that the district's evaluation system and evaluation instruments contains indicators based upon each of the practices is included in Appendix A. The Updated Focused Teacher Evaluation Model for Classroom teachers is comprised of 23 elements in four areas of expertise which is included in Appendix B.

The Marzano Focused Non-classroom Instructional Support Personnel Model is divided into four domains areas:

- Planning and Preparing to Provide Support,
- Supporting Student Achievement,
- Continuous Improvement of Professional Practice and,
- Professional Responsibilities.

The Non-classroom Instructional Support Personnel Model is comprised of 17 elements which is included in Appendix C.

Part II: Evaluation System Requirements

System Framework

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

Training

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

Data and Reporting

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

District Procedures

- The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

Instructional Evaluation System

- ☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
 - Planning of professional learning; and
 - Development of school and district improvement plans.
- ☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

Notifications

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

District Self-Monitoring

Instructional Evaluation System

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

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Instructional personnel receive an in-depth training during pre-planning period.	During a faculty meeting or individual meetings, instructional personnel receive a printed copy of the assessment instrument, data collection forms, and supporting procedures.
Newly Hired Classroom Teachers	Beginning teachers and teachers new to the district receive an in-depth training during the teacher orientation meeting.	During the initial orientation, instructional personnel receive a printed copy of the assessment instrument, data collection forms, and supporting procedures.
Late Hires	At the time of hire, in a one-on-one presentation	At the time of hire, a one-on-one presentation is provided for the late hire. Late hires receive a printed copy of the assessment instrument, data collection forms and supporting procedures.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Classroom and Non-classroom Teachers: 1 formal every three years for effective and/highly effective 3 informal for effective and /highly effective 2 formal every year for needs	An observation may occur anytime during the school year.	A post observation conference for formal observations is scheduled within 48 hours of the observation. A face-to-face conference is not required after an informal observation.

Instructional Evaluation System

	improvement/developing or unsatisfactory 3 informal for needs improvement/developing or unsatisfactory		Administrators are allowed and encouraged to conduct more observations than the required numbers listed.
Hired after the beginning of the school year	Classroom and Non-classroom Teachers: 1 formal every three years for effective and/highly effective 3 informal for effective and /highly effective 2 formal every year for needs improvement/developing or unsatisfactory 3 informal for needs improvement/developing or unsatisfactory	An observation may occur anytime during the school year.	A post observation conference for formal observations is scheduled within 48 hours of the observation. A face-to-face conference is not required after an informal observation. Administrators are allowed and encouraged to conduct more observations than the required numbers listed.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	1 formal and 2 informal as part of the Mid-point Evaluation 1 formal and 2 informal as part of the Final Evaluation	Midpoint Evaluations, September through December 15 th Final Evaluations, January through May 15 th	A post observation conference for formal observations is scheduled within 48 hours of the observation. A face-to-face conference is not required after an informal observation. Administrators are allowed and encouraged to conduct more observations than the required numbers listed.
Hired after the beginning of the school year	1 formal and 2 informal as part of the Mid-point Evaluation 1 formal and 2 informal as part of the Final Evaluation	Midpoint Evaluations, September through December 15 th Final Evaluations, January through May 15 th	A post observation conference for formal observations is scheduled within 48 hours of the observation. A face-to-face conference is not required after an informal observation. Administrators are allowed and encouraged to conduct more observations than the required numbers listed.

Instructional Evaluation System

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	Final evaluations occur after student performance data becomes available, generally May for grades PK-3 and August-October of the following year for grades 4-12	Final evaluations results are communicated after student performance data becomes available.
Hired after the beginning of the school year	2	Final evaluations occur after student performance data becomes available, generally May for grades PK-3 and August-October of the following year for grades 4-12	Final evaluations results are communicated after student performance data becomes available.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	Midpoint evaluations occur in January. Final evaluations occur after student performance data becomes available, generally May for grades PK-3 and August-October of the following year for grades 4-12	Midpoint evaluation results are communicated in January. Final evaluations results are communicated after student performance data becomes available.
Hired after the beginning of the school year	2	Midpoint evaluations occur in January. Final evaluations occur after student performance data becomes available, generally May for grades PK-3 and August-October of the following year for grades 4-12	Midpoint evaluation results are communicated in January. Final evaluations results are communicated after student performance data becomes available.

Part IV: Evaluation Criteria

A. Instructional Practice

Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Calhoun County, instructional practice accounts for 55% of the instructional personnel performance evaluation.

Classroom Teachers

All 23 elements of the Marzano Focused Teacher Evaluation Model classroom walkthrough will be scored during the school year using a scale score of 0 to 4 as illustrated in the table below. Observers average the highest score for each element to achieve an overall proficiency score for the year. The Marzano Focused Evaluation Instructional Practice Score Sheet is included in the Appendix E.

Non-Classroom Teachers

All 17 elements of the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model classroom walkthrough will be scored during the school year using a scale score of 0 to 4 as illustrated in the table below. Observers average the highest score for each element to achieve an overall proficiency score for the year. Thus if, in the course of four observations during the year, a teacher scores 1, 2, 2, 4 in "Using Available Resources," the teacher would receive a score of 4 for that element. The Marzano Focused Non-Classroom Instructional Support Practice Score Sheet is included in the Appendix E.

Domain Elements (Marzano Scale)

	4	3	2	1	0
Formative Rating Used for Each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

Instructional Performance (55% of Final Evaluation)

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
Status Score of 4.00-3.50	Status Score of 3.49-2.50	Status Score of 2.49-1.50	Status Score of 1.49-0.00

B. Other Indicators of Performance

Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Calhoun County, other indicators of performance account for 5% of the instructional personnel performance evaluation.

The district teacher evaluation process includes a self-assessment that is calculated into the teacher’s Final Yearly Evaluation and will serve as an additional metric for the evaluation. The Classroom Teacher and Non-Classroom Teacher will reflect on the elements from four Domain areas. The self-assessment rating score is used to determine 5% of the final evaluation.

A copy of the self-assessment is included in Appendix E

Teacher Self-Assessment – (5% of Evaluation)

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
Status Score of 4.00-3.50	Status Score of 3.49-2.50	Status Score of 2.49-1.50	Status Score of 1.49-0.00

C. Performance of Students

Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher’s students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Calhoun County, performance of students accounts for 40% of the instructional personnel performance evaluation.

For classroom teachers who teach English Language Arts in grades 4-10, mathematics in grades 4-8, and/or Algebra I, performance of students will be based on the state-provided Value-Added Measure (VAM).

For classroom teachers of students for courses not assessed by statewide, standardized assessments and for instructional personnel who are not classroom teachers, district-determined student performance measures will be used.

For those grade levels and/or subjects which do not receive a state determined VAM score or use state determined predicted scores, raw data will be converted to a 4-point scale to determine a Proficiency Value Score (PVS).

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District's Performance of Students Rating

FAST VAM Scale

The FAST VAM scale is used anytime student performance is determined from the use of state standardized measures.

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
FAST VAM 4.0 to 3.1	FAST VAM 3.0 to 2.1	FAST VAM 2.0 to 1.1	FAST VAM 1.0 to 0

Proficiency Value Score PVS

The PVS scale is used anytime student performance is determined from local determined measures.

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
PVS 4.0-3.50	PVS 3.49-2.50	PVS 2.49-1.50	PVS 1.49-0.00

Example of PVS Determination

2018-2019 PVS

	2016-2017 Students	2017-2018 Students	2018-2019 Students	Subtotal	point value	Total
Level 5	0	0	7	7	4.25	29.75
Level 4	38	22	15	75	4	300
Level 3	17	1	11	29	3	87
Level 2	23	3	14	40	2	80
Level 1	19	5	8	32	1	32
	97	31	55	183		528.75

**PVS
Points 2.89**

- 1617 ELA Scores of HOPE Student
FSA ELA & Industry
- 1718 Certs
FSA ELA & Industry
- 1819 Certs

Highly Effective 3.50-4.00
 Effective 2.50-3.49
 Needs Improve 1.50-2.49
 Unsatisfactory 1.00-1.49

Additional Guideline in Calculating the Student Performance Evaluation Score

Calculation of Student Performance Measures for Statewide End of Course Exams for American History, Biology, Civics, Geometry, and NGSSS Science

- Assign each student a point value based on their Level of Achievement on the exam.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

<i>Table 1</i>				
Student Performance Point Value for End of Course Exams and NGSSS Science				
Level 5	Level 4	Level 3	Level 2	Level 1
4.25 points	4.0 points	3.0 points	2.0 points	1.0 point

Calculation of Student Performance Measures using the Statewide FAST ELA, Math, and Algebra I, Comparing Predicted Score to Actual Score

- The State-Wide VAM data file will be used to compare each student’s predicted scale score to actual scale score.
- Calculate the total number of students assigned to the teacher over the year.
- Assign each student a Level of Achievement. Students who have “Met Expectations” are assigned a Level 5. Students who have not are assigned a Level 1.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

<i>Table 2</i>	
Student Performance Point Value for “Met Expectations” on FAST ELA, Math, and Algebra I	
Level 5	Level 1
4.25 points	1.0 point

Calculation of Student Performance Measures using i-Ready Reading and Math for grades K-3

- Assign each student a point value based on their percent of “Typical Growth” based on Diagnostic 1 and Diagnostic 3
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

<i>Table 3</i>			
Student Performance Point Value for iReady “Typical Growth”			
4 Points	3 Points	2 Points	1 Point
100% or Over	99% to 85%	84% to 25%	24% to 0%

Calculation of Student Performance Measures using STAR Early Literacy for Pre-K and STAR Reading and Math for K-3

- Student performance will be based on the average Student Growth Percentile (SGP) and Student Performance Level.
- Assign each student a point value based on their Student Performance Level. (Levels 1-4)
- Assign each student a point value based on their Student Growth Percentile. To receive 4 points, SGP must be equal to or greater than 1 year or a score of 50% or greater. Students with a SGP of less than 50% will receive 1 point.
- Add up the point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

Table 4			
Calculation of Student Performance Measures using STAR Early Literacy for Pre-K and STAR Reading and Math for K-3			
SGP 50% or greater		SGP less than 50%	
4 Points		1 Point	
Student Performance Level			
Level 4	Level 3	Level 2	Level 1
4 points	3 points	2 points	1 point

Example Star Early Literacy	SGP Growth	Proficiency	Calculation	Student Score
Student 1	4	4	$(4+4)/2$	4
Student 2	1	4	$(1+4)/2$	2.5
Student 3	4	3	$(4+3)/2$	3.5
Student 4	1	3	$(1+3)/2$	2
Student 5	1	2	$(1+2)/2$	1.5

Example Star Reading & Math	SGP Growth Reading	SGP Growth Math	Total SGP Growth	Proficiency Reading	Proficiency Math	Total Proficiency	Calculation	Student Score
Student 1	4	3	3.5	4	1	2.5	$(3.5+2.5)/2$	3
Student 2	1	2	1.5	4	2	3	$(1.5+3)/2$	2.25
Student 3	4	1	2.5	3	3	3	$(2.5+3)/2$	2.75
Student 4	1	4	2.5	3	4	3.5	$(2.5+3.5)/2$	3
Student 5	1	2	1.5	2	3	2.5	$(1.5+2.5)/2$	2

Calculation of Student Performance Measures using PERT

- Assign each student a Level of Achievement based on their College Readiness Score as determined by PERT. Level 5 for students who score College Ready or above and Level 1 for students who score not College Ready.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

<i>Table 6</i> Student Performance Point Value for PERT College Readiness Score for PERT Reading 106 College Readiness Score for PERT Writing 103 College Readiness Score for PERT Math 114	
Level 5	Level 1
4.25 points	1.0 point

Calculation of Student Performance Measures using ACT

- Assign each student a Level of Achievement based on their College Readiness Score as determined on ACT. Level 5 for students who score College Ready or above and Level 1 for students who score not College Ready.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

<i>Table 7</i> Student Performance Point Value for ACT College Readiness Score for ACT Reading 19 College Readiness Score for ACT English 17 College Readiness Score for ACT Math 19 College Readiness Score for ACT Science 19	
Level 5	Level 1
4.25 points	1.0 point

Calculation of Student Performance Measures using Industry Certification Examinations

- All students enrolled in a CTE course may take Industry Certification Exams.
- Students passing an exam will be assigned a Level 5. Students not passing the exam will be assigned a Level 1.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

<i>Table 8</i> Student Performance Point Value for Industry Certifications	
Level 5	Level 1
4.25 points	1.0 point

Student Performance Measures for Evaluation 1 for Beginning or Newly Hired Teachers

Calculation for i-Ready Reading and/or Math for grades K-8 for Evaluation 1 for Beginning or Newly Hired Teachers

- Assign each student a point value based on their percent of “Typical Growth” based on 2 consecutive diagnostic exams
- Add up the number of point values and divide by the number of students in the class.

Student Performance Point Value for iReady “Typical Growth” for Evaluation 1 for Beginning or Newly Hired teachers			
4 Points	3 Points	2 Points	4 Points
60% or Over	59% to 43%	42% to 13%	12% to 0%

Calculation for i-Ready Reading and/or Math for grades K-8 School-Wide Average for Evaluation 1 for Beginning or Newly Hired Teachers

- Assign each student a point value based on their percent of “Typical Growth” based on 2 consecutive diagnostic exams
- Add up the number of point values and divide by the number of students in the class.

School-Wide iReady Performance based on Diagnostic 2			
Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
60% and Above	59% to 43%	42% - 13%	12% to 0%

D. Summative Rating Calculation

Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. When completing each section of the observation, the following ratings are used: Highly Effective (4.00 – 3.50); Effective (3.49 – 2.50); Needs Improvement or Developing (2.49 – 1.50); and Unsatisfactory (1.49 – 0.00).

Calculation of Final/Summative Evaluation Score and Rating

The final/summative evaluation score and rating for instructional personnel, both classroom and non-classroom, consider the Instructional Practice Score (55%), the Self-Assessment (5%), and Student Performance Score (40%).

Example of Final/Summative Evaluation Score for Instructional Personnel, Classroom and Non-Classroom

	Score	Weight	Weighted Score
Instructional Practice	3.00	0.55	1.65
Self-Assessment	2.00	0.05	0.10
Student Performance	3.00	0.40	1.20
Total Score			2.95
Overall Effectiveness Level			2.95 (Effective)
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

As noted in the table above, an instructional employee’s Final Evaluation Rating Score can fall into one of four (4) levels of performance as required and delineated in Statute.

- a. High Effective
- b. Effective
- c. Needs Improvement/Developing. The Developing level addresses teachers who have zero or three (0-3) years of instructional experience
- d. Unsatisfactory

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Examples of Summative Rating Calculation

Second Grade Teacher Earning a Highly Effective Summative Performance Rating

	Score	Weight	Weighted Score
Instructional Practice	4.00	0.55	2.20
Self-Assessment	4.00	0.05	0.20
Student Performance	3.00	0.40	1.20
Total Score			3.60
Overall Effectiveness Level			3.60 (Highly Effective)
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

Ninth Grade ELA Teacher Earning a Unsatisfactory Summative Performance Rating

	Score	Weight	Weighted Score
Instructional Practice	1.00	0.55	0.55
Self-Assessment	1.00	0.05	0.05
Student Performance	1.00	0.40	0.40
Total Score			1.00
Overall Effectiveness Level			1.00 (Unsatisfactory)
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

Appendix A – Evaluation Framework Standards

Marzano Focused Teacher Evaluation Model

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	Standards-Based Planning - #1
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Standards- Based Planning - #1 Conditions for Learning #15
c. Designs instruction for students to achieve mastery;	Conditions for Learning - #16
d. Selects appropriate formative assessments to monitor learning;	Conditions for Learning - #14
e. Uses diagnostic student data to plan lessons;	Conditions for Learning - #14
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	Conditions for Learning - #16
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	Standards-Based Planning - #1 Professional Responsibilities #21
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Conditions for Learning - #17 & 18
b. Manages individual and class behaviors through a well-planned management system;	Conditions for Learning - #18
c. Conveys high expectations to all students;	Conditions for Learning - #18 & 19
d. Respects students’ cultural linguistic and family background;	Conditions for Learning - #18 & 19
e. Models clear, acceptable oral and written communication skills;	Conditions for Learning - #18,19 & 20
f. Maintains a climate of openness, inquiry, fairness and support;	Conditions for Learning - #18,19 & 20
g. Integrates current information and communication technologies;	Conditions for Learning - #18
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	Conditions for Learning - #20
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	Conditions for Learning - #16 & 17
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	Conditions for Learning - #19 Professional Responsibilities #21

Instructional Evaluation System

3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	Standards-Based Instruction - #4, 6, 9, 10, & 12 Conditions for Learning - #16
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Standards-Based Instruction #13 Conditions for Learning - #16
c. Identify gaps in students' subject matter knowledge;	Conditions for Learning - #20
d. Modify instruction to respond to preconceptions or misconceptions;	Conditions for Learning - #20
e. Relate and integrate the subject matter with other disciplines and life experiences;	Conditions for Learning - #18 & 19
f. Employ questioning that promotes critical thinking;	Standards-Based Instruction - #6,7, 10, 11, & 12
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Conditions for Learning #16
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Conditions for Learning #16
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	Standards-Based Planning - #1 Conditions for Learning - #14, 15, 18, 19, & 20
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Standards-Based Planning - #1 Conditions for Learning - #14, 15, 18, 19, & 20
4. Assessment	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Standards-Based Planning - #1 Standards Based Instruction - #8, & 12 Conditions for Learning - #14, 15, 18, 19, & 20
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Standards-Based Planning - #1 Conditions for Learning - #14 &15
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Standards-Based Planning - #1 Conditions for Learning - #14 &15
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Conditions for Learning - #18 & 19
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Standards-Based Planning - #1 Conditions for Learning - #14 &15
f. Applies technology to organize and integrate assessment information.	Standards-Based Planning - #2
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Standards-Based Planning - #1 Conditions for Learning - #14, 15 & 20
b. Examines and uses data-informed research to improve instruction and student achievement;	Standards-Based Planning - #2
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;	Professional Responsibilities #22 & 23
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Professional Responsibilities #23
e. Engages in targeted professional growth opportunities and reflective practices; and,	Professional Responsibilities #22
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Professional Responsibilities #22

Instructional Evaluation System

6. Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:

a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	Professional Responsibilities #21
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	Professional Responsibilities #21
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	Professional Responsibilities #21

Appendix B – Observation Instruments for Classroom Teachers

Marzano Focused Teacher Evaluation Model_ Protocol

Instructional Evaluation System

Name: _____ Date: _____

Marzano Focused Teacher Evaluation Model - Crosswalk - (5 Dimensions of Teaching and Learning) Classroom Walkthrough

0 – No Using, 1 – Beginning, 2 – Developing, 3 – Applying, 4 - Innovating

STANDARDS-BASED PLANNING	0	1	2	3	4
1.Planning Standards-Based Lessons/Units (Purpose – Standards)					
2.Aligning Resources to Standard(s) (Curriculum & Pedagogy)					
3.Planning to Close the Achievement Gap Using Data					
STANDARDS-BASED INSTRUCTION	0	1	2	3	4
4.Identifying Critical Content from the Standards (Required evidence in every lesson)					
5.Previewing New Content					
6.Helping students Process New Content (Student Engagement)					
7.Using Questions to Help Student Elaborate on Content (Student Engagement - Talk)					
8.Reviewing Content (Student Engagement)					
9.Helping students Practice Skills, Strategies, and Processes					
10.Helping Students Examine Similarities and Differences					
11.Helping Students Examine Their Reasoning (Student Engagement – Intellectual Work)					
12.Helping Students Revise Knowledge (Student Engagement – Intellectual Work)					
13.Helping Students Engage in Cognitively Complex Tasks (Student Engagement – Intellectual – Talk)					

CONDITIONS FOR LEARNING	0	1	2	3	4
14.Using Formative Assessment to Track Progress (Assessment for Student Learning)					
15.Providing Feedback and Celebrating Progress (Assessment for Student Learning)					
16.Organizing Students to Interact with Content (Student Engagement)					
17.Establishing and Acknowledging Adherence to Rules and Procedures (Classroom Environment)					
18.Using Engagement Strategies (Student Engagement)					
19.Establishing and Maintaining Effective Relationships in a Student Centered Classroom (Classroom Environment)					
20.Communicating High Expectations for Each Student to Close the Achievement Gap (Teacher to Student Talk)					

Instructional Evaluation System

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
21. Adhering to School and District Policies and Procedures					
22. Maintaining Expertise in Content and Pedagogy (Curriculum & Pedagogy)					
23. Promoting Teacher Leadership and Collaboration					

Instructional Evaluation System

Domain: Standards -Based Planning

Element: Planning Standards-Based Lessons/Units

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	

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

Additional Evidence

Example Planning Evidence

- Plans exhibit a focus on the essential standards required at the appropriate age or grade level
- Plans include a scale or learning progression that builds a progression of knowledge from simple to complex
- Plans identify learning targets aligned to the rigor of required standards
- Plans identify specific instructional strategies appropriate for the learning target
- Planned instruction and student tasks are aligned to both the content and the level of cognitive complexity of the learning target
- Lessons are planned with teachable chunks of content
- When appropriate, learning targets and unit plans include district scope and sequence
- Plans illustrate how the needs of all students are addressed in the classroom
- When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies are addressed in the classroom

Example Implementation Evidence

- Completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- Completed student assignments/work demonstrate development of applicable mathematical practices
- Completed student assignments/work demonstrate grounding in real-world application
- Completed student assignments/work demonstrate how the needs of all students have been addressed in the lesson/unit
- Completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies have been addressed in the lesson/unit
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Element: Aligning Resources to Standard(s)

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Utilizes current and emerging/assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	Attempts to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

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Additional Evidence

Example Planning Evidence

- Plans identify how to use traditional resources such as textbooks, manipulatives, primary source materials, etc., at the appropriate level of text complexity to implement the unit or lesson plan
- Plans integrate a variety of text types (structures) and both fiction and non-fiction text as appropriate
- Plans identify Standards for Mathematical Practice to be applied
- Plans identify how available digital resources will be used
 - Interactive whiteboards
 - Response systems
 - Voting technologies
 - Social networking sites, blogs, discussion boards
- When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc., to implement the unit or lesson plan
- When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content

Example Implementation Evidence

- Resources are implemented throughout the lesson as planned
- Planned traditional resources are utilized by students to engage in the lesson
- Traditional resources are appropriately aligned to grade level standards
 - Textbooks
 - Manipulatives
 - Primary source materials
- Planned digital resources are used by students to engage in the lesson
 - Interactive whiteboards
 - Response systems
 - Voting technologies
 - Social networking sites, blogs, discussion boards
- Planned resources include ones to which students can relate
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Element: Planning to Close the Achievement Gap Using Data

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

Desired Effect: Teacher provides data showing that each student makes progress toward closing the achievement gap.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Uses diagnostic student data to plan lessons (A1e)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap and provides evidence of data showing that each student makes progress toward closing the achievement gap.	Helps others by sharing evidence of using data showing that each student makes progress toward closing the achievement gap.

Additional Evidence

Example Planning Evidence

- Plans are based on diagnostic data results
- Plans include potential instructional adjustments that will or could be made based on student evidence/data
- Plans show modifications made to assessments and accommodations used when testing based on students learning styles
- Plans include a process for how students will track their individual progress on learning targets
- A coherent record-keeping system is developed and maintained on student learning
- Plans take into consideration student needs (i.e. family resources for assisting with homework and/or providing other resources required for class)
- Plans take into consideration how to communicate with families with specific needs

Example Implementation Evidence

- Data collection is implemented as planned
- Planned student assignments/work reflect accommodations and/or adaptations used for individual or groups of students at the appropriate grade level targets
- Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- Completed student assignments/work reflect accommodations and/or adaptations for individual or groups of students at the appropriate grade level targets
- Completed student assignments/work show students track their individual progress on learning targets
- Communication about student progress is regularly sent home
- Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Instructional Evaluation System

Domain: Standards-Based Instruction

Element: **Identifying Critical Content from the Standards** (Required evidence in every lesson)

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Identify a learning target aligned to the grade level standard(s)
- Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- Provide a learning target embedded in a scale or learning progression that specify critical content from the standard(s)
- Relate classroom activities to the target and/or scale throughout the lesson
- Identify and accurately teach critical content
- Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- Use verbal/visual cueing, storytelling, and other techniques to bring attention to the critical content
- Ensure text complexity aligns to the critical content

Example Teacher Techniques for Monitoring for Learning

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

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

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

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

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify the task
- Provide additional resources

Element: Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- Use preview questions before instruction or a teacher-directed activity
- Use K-W-L strategy, anticipation guide, student brainstorming, preview questions, or a variation
- Provide advanced organizer (e.g. outline, graphic organizer)
- Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- Use digital resources and/or other media to help students make linkages to new content
- Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning

- Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- Use Response Methods** to monitor that students can make a link from prior learning to the new content
- Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- Identify basic relationship between prior content and new content
- Explain linkages with prior knowledge in individual or group work
- Make predictions about new content
- Summarize the purpose for new content
- Explain how prior standards or learning targets link to the new content
- Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

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

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify the task
- Provide additional resources

Element: Helping Students Process New Content

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

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Break content into appropriate chunks
- Employ formal group processing strategies
 - Jigsaw
 - Reciprocal teaching
 - Concept attainment
- Use informal strategies to engage group members in active processing
 - Predictions
 - Associations
 - Paraphrasing
 - Verbal summarizing
- Facilitate group members in summarizing and/or generating conclusions
- Facilitate recording and representing new knowledge
- Facilitate quantitative and qualitative reasoning of key mathematical concepts
- Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning

- Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)

- Discuss, answer questions, and/or generate conclusions about the new content in groups
- Summarize or paraphrase the just learned content
- Record and represent new knowledge
- Make predictions about what they expect to learn next
- Summarize or draw conclusions from complex text and its academic language
- Use repeated reasoning and abstract, quantitative, or qualitative reasoning

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

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify task to appropriate chunk of content
- Provide additional resources

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Element: Using Questions to Help Students Elaborate on Content

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Employs questioning that promotes critical thinking (A3f)	

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

Additional Evidence

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

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

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

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

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

Element: Reviewing Content

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

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Begin lesson with a brief review of previously taught content
- Use a scaffolding process to systematically show the cumulative nature of the content
- Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
 - Brief summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Warm-up or bell-ringer activity
- Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning

- Use a Group Activity** to monitor that students know the previously taught critical content
- Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- Use Response Methods** to monitor that students know the previously taught critical content
- Use Questioning Sequences** to monitor that students know the previously taught critical content

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

- Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- Summarize the cumulative nature of the content
- Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm- up activities)
- Explain previously taught concepts
- Demonstrate increased fluency and/or accuracy of previously taught processes

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

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify task
- Provide additional resources

Element: Helping Students Practice Skills, Strategies, and Processes

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Review and model how to execute the skill, strategy, or process
- Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently
- Employ “worked examples” or exemplars
- Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- Provide opportunity for purposeful homework that focuses on practice of a skill, strategy, or process

Example Teacher Techniques for Monitoring for Learning

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

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

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

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

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify task
- Provide additional resources

Element: Helping Students Examine Similarities and Differences

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Use comparison, classifying, analogy, and/or metaphor activities to examine similarities and differences
- Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- Ask students to summarize what they have learned from the activity
- Ask students to linguistically and nonlinguistically represent similarities and differences
- Ask students to make conclusions after the examination of similarities and differences
- Ask students to look for and make use of mathematical structure to recognize similarities and differences
- Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning

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

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

- Student work on similarities and differences includes student summary of learning (e.g. making conclusions and/or responding to questions) to indicate deeper understanding of content
- Response to questions indicate examining similarities and differences has deepened understanding of content
- Make conclusions after examining evidence about similarities and differences
- Present evidence to support their explanation of similarities and differences
- Artifacts/student work indicate students have used digital and traditional resources to provide evidence of similarities and differences

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

- Reteach or use a new teacher technique
- Reorganize groups
- Utilize peer resources
- Modify task
- Provide additional resources

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Element: Helping Students Examine Their Reasoning

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Analyze errors to identify more efficient ways to execute processes or procedures
- Model the process of making and supporting a claim
- Model constructing viable arguments and critiquing the mathematical reasoning of others
- Ask students to examine logic of a response (e.g. group talk, peer revisions, debated, inferences)
- Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim
- Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Teacher Techniques for Monitoring for Learning

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

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

- Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- Articulate support for a claim and/or errors in reasoning within group interactions
- Summarize new insights resulting from analysis
- Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- Artifacts/student work indicate students have used textual evidence to support their claim
- Mathematical arguments and critiques of reasoning are viable and valid
- Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

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

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

Element: Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- Guide students to identify alternative ways to execute procedures
- Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- Utilize reflection activities to cultivate a growth mindset
- Prompt students to summarize and defend how their understanding has changed based on new learning
- Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning

- Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)

- Explain what they are clear about and what they are confused about
- Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- Groups make corrections and/or additions to information previously recorded about content
- Explain previous errors or misconceptions about content
- Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- Reflections show clarification in thinking or processing

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

- Reteach or use a new teacher technique
- Utilize peer resources
- Modify task
- Provide additional resources

Element: Helping Students Engage in Cognitively Complex Tasks

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

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

Additional Evidence

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

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

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

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

- Utilize different coaching/facilitation techniques
- Reorganize groups
- Utilize peer resources
- Modify task
- Provide additional resources

Instructional Evaluation System

Domain: Conditions for Learning

Element: Using Formative Assessment to Track Progress

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- Celebrate as groups make progress toward learning targets
- Implement a systematic, ongoing process to provide feedback
- Use a variety of ways to celebrate progress toward learning targets (not general praise)
 - Show of hands
 - Certificate of success
 - Round of applause
 - Academic praise
 - Digital media
- Share assessment data with student and student's family

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

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

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

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

Element: Providing Feedback and Celebrating Progress

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- Celebrate as groups make progress toward learning targets
- Implement a systematic, ongoing process to provide feedback
- Use a variety of ways to celebrate progress toward learning targets (not general praise)
 - Show of hands
 - Certificate of success
 - Round of applause
 - Academic praise
 - Digital media
- Share assessment data with student and student's family

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

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

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

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

Element: Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Organize students into pre-planned or ad hoc groups during individual lessons
- Establish routines for student grouping and interaction for the expressed purpose of processing content
- Provide guidance regarding group interactions and critiquing the reasoning of others
- Provide guidance on one or more cognitive skills appropriate for the lesson
- Utilize assignments or tasks at the appropriate taxonomy level of content
- Provide guidance on one or more interpersonal skills, such as
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- Work within groups with an organized purpose
- Interact responsibly and respectfully critique the reasoning of others
- Actively ask and answer questions about the content (i.e. assignments or tasks)
- Add their perspectives to discussions
- Explain individual student and/or group thinking about the content
- Take responsibility for the learning of peers and self

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

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

Element: Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Manages individual and class behaviors through a well-planned management system (A2b)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Involve students in designing classroom routines and procedures to develop a student-centered classroom
- Use classroom meetings to review and process rules and procedures to ensure adherence
- Remind students of rules and procedures
- Ask students to restate or explain rules and procedures
- Provide cues or signals when a rule or procedure should be used
- Recognize potential sources of disruption and deal with them immediately
- Consistently exhibit “withitness” behaviors
- Recognize and/or acknowledge students or groups who follow rules and procedures
- Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- Follow clear routines during class
- Explain and/or model classroom rules and procedures
- Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- Recognize and comply with cues and signals by the teacher
- Self-regulate behavior while working individually and in groups
- Describe the classroom as an orderly and safe environment
- Describe the teacher as fair and responsive to individual students
- Move purposefully about the classroom and efficiently access materials

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

- Modify rules and procedures
- Seek additional student input
- Reorganize physical layout of the classroom

Element: Using Engagement Strategies

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Take action or use specific strategies to re-engage students
- Use academic games
- Manage response rates
- Use physical movement
- Maintain a lively pace
- Demonstrate intensity and enthusiasm for the content
- Use friendly controversy
- Provide opportunities for students to talk about themselves as it relates to the content
- Present unusual or intriguing information about the content

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

- Behaviors show the engagement strategy increases engagement
- Student-centered tasks and processes produce high levels of engagement
- Engage in the critical content with enthusiasm
- Actions show students are motivated and/or inspired by the teacher's engagement strategies
- Multiple students or the entire class respond to questions posed by the teacher
- Artifacts/student work indicate students are engaged in the critical content

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

- Vary engagement technique
- Reorganize groups
- Modify task
- Utilize peer resources
- Vary resources

Element: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Encourage students to share their thinking, input, and perspectives
- Relate content-specific knowledge to students' lives
- Use students' interests to highlight or reinforce interpersonal skills (e.g. cultivating a growth mindset)
- Compliment students regarding academic and personal accomplishments
- Engage in conversations with students about events in their lives outside of school
- When appropriate, use humor and/or playful dialogue with students
- Permit opportunities for students to demonstrate perseverance
- Use nonverbal signals (e.g. smile, nod, "high five," pat on shoulder, thumbs up, fist bump, silent applause, eye contact)
- Remain calm and objective in response to inflammatory situations or student misconduct

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

- Contribute to a positive classroom community through interactions with peers
- Demonstrate willingness to engage in discussion and answering questions in class
- Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- Respond positively to verbal and/or nonverbal interactions with the teacher
- Readily share their perspectives and thinking with the teacher
- Describe their teacher as respectful and responsive to the specific needs of each student

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

- Seek additional input from students
- Seek additional resources for self and students
- Utilize peer resources

Element: Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Conveys high expectations to all students (A2c)	

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

Additional Evidence

Example Teacher Instructional Techniques

- Use methods to ensure each student is held responsible for participation in classroom activities
- Ask all levels of questions of each student at the same rate and frequency
- Probe each student to correct inaccurate answers and to provide evidence of their conclusions
- Chart questioning patterns to ensure each student is asked questions with the same frequency
- Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- Does not allow negative or sarcastic comments about any student
- Identify students for whom expectations are different and the various ways in which these students have been treated differently
- Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)

- Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- Treat each other with care and respect
- Actions show students avoid negative thinking about personal thoughts and actions
- Take risks by offering incorrect or alternative answers
- Participate in classroom activities and discussions
- Demonstrate perseverance and productive struggle in solving problems and overcoming obstacles

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

- Modify questioning techniques and patterns
- Reorganize seating patterns and groups
- Reflect on student interactions and change teacher behaviors

Instructional Evaluation System

Domain: Professional Responsibilities

Element: **Adhering to School and District Policies and Procedures**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Attempts to adhere to school and district policies and procedures, but adherence is inconsistent.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures and articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Additional Evidence

Example Teacher Evidence

- Perform assigned duties
- Fulfill responsibilities in a timely manner
- Follow policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment)
- Maintain accurate records (e.g. student progress, attendance, parent conferences)
- Understand legal issues related to colleagues, students, and families (e.g. special needs, equal rights)
- Maintain confidentiality of colleagues, students, and families
- Demonstrate personal integrity and ethics
- Use social media appropriately

Element: Maintaining Expertise in Content and Pedagogy

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)	

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

Additional Evidence

Example Teacher Evidence

- Participate in professional development opportunities
- Demonstrate content expertise and knowledge in the classroom
- Consistently implement instructional elements at or above the teacher's demonstrated competency level
- Engage with mentors from subject area experts or highly effective teachers
- Actively seek help and input from appropriate school personnel to address issues that impact instruction
- Demonstrate a growth mindset and/or seeks feedback
- Implement a deliberate practice or professional growth plan
- Identify new ways to improve student achievement
- Use a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- Explain the differential effects of specific classroom strategies on closing the achievement gap
- Reflect on how teacher observational data is correlated to student achievement data
- Identify specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- Keep track of identified focus areas for improvement within instructional strategies or conditions for learning

Element: Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

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

Instructional Evaluation System

Additional Evidence

Example Teacher Evidence

- Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- Actively participate in Professional Learning Community meetings
- Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- Work cooperatively with appropriate school personnel to address issues that impact student learning
- Promote positive conversations and interactions with teachers and colleagues
- Foster collaborative partnerships with parents to enhance student success
- Encourage parent involvement in classroom and school activities
- Use multiple means and modalities to communicate with families
- Serve as a student advocate in the classroom, school, and community
- Participate in school and community activities as appropriate to support students and families
- Serves on school and district-level committees
- Works to achieve school and district improvement goals

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

Focused NonClassroom Evaluation Protocol

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member’s area of responsibility. This form is used for School Counselors, Student Services TSA, Curriculum Coaches, Media Specialist, and Inclusion Teachers – Individuals will turn in a portfolio yearly.

0 – Not Using; 1 Beginning; 2 –Developing; 3 – Applying; 4 Innovating

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
1.Establishing and Communicating Clear Goals for Supporting Services					
2.Helping the School/District Achieve Goals					
3.Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
4.Demonstrating Knowledge of Students					
5.Helping Students Meet Achievement Goals					

If Applicable

	0	1	2	3	4
6.Planning Standards-Based Lessons/Units					
7.Identifying Critical Content					
8.Using Questioning Strategies					
9.Facilitating Groups					
10.Managing Student Behavior					
11.Using Engagement Strategies					

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
12.Reflecting and Evaluating Personal Performance					
13.Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROFESSIONAL RESPONSIBILITES

	0	1	2	3	4
14.Demonstrating Knowledge of Professional Practice (Area of Expertise)					
15.Promoting Positive Interactions with Colleagues and Community					

Instructional Evaluation System

16. Adhering to School and District Policies and Procedures					
17. Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

Example Instructional Support Member Evidence (Check all that apply)

- Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school
- Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals
- Communicates goals to appropriate school or district personnel
- References and updates goals and plan for support throughout the year
- Goals confirm knowledge consistent with professional area of responsibility
- Supporting services demonstrate knowledge of human growth and development
- Data are used in the planning and goal setting process
- Elicits input from school regarding needed services and support
- Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services

Example Implementation Evidence (Check all that apply)

- Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district
- Explains how goals support and align with school and/or district goals.
- Explains how data were used to establish goals
- Explains how their actions and/or activities relate to the goals
- Artifacts support clear communication of goals

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

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

Instructional Evaluation System

Helping the School/District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

Example Instructional Support Member Evidence (Check all that apply)

- Demonstrates knowledge of school/district goals
- Goals to provide services align with and support the school/district goals
- Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in committees, working with student groups, advising, etc.)
- Maintains accurate records of support provided that help the school/district achieve goals
- Provides accurate and relevant input to support the school/district

Example Implementation Evidence (Check all that apply)

- Artifacts reveal the instructional support member helped individual or groups of students achieve goals
- Artifacts reveal the instructional support member achieved goals to provide supporting services
- Artifacts confirm the instructional support member helped the school/district achieve goals
- Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals

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

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

Instructional Evaluation System

Using Available Resources

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

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

Example Instructional Support Member Evidence (Check all that apply)

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

Example Implementation Evidence (Check all that apply)

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

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

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

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

Example Instructional Support Member Evidence (Check all that apply)

- Identifies students with unique needs
- Communicates expectation for each student to be successful
- Advocates for students who need accommodations and/or modifications to the curriculum
- Seeks appropriate services to help students with unique needs
- Identifies families to assist with learning how to plan and advocate for their student
- Collaborates with other school personnel to help students with unique needs to meet achievement goals
- Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds
- Extinguishes negative comments about students with unique needs, interests, and/or backgrounds
- Demonstrates knowledge of human growth and development
- Recognizes and addresses student needs and interests during interactions
- Helps students learn how to become self-advocates
-

Example Implementation Evidence (Check all that apply)

- Provides appropriate services to help students with unique needs
- Assists families in learning to plan and advocate for their student
- Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs
- Artifacts support identification of students who need special assistance
- Explains how accommodations and/or modifications help address the unique needs of students
- Artifacts demonstrate support of individual students to meet achievement goals
- Artifacts reveal that students receive appropriate modifications or accommodations
- Students identify the instructional support member as one who advocates for them
- Artifacts demonstrate students act as self-advocates
- Explains how knowledge of the unique needs of students helps support students in achievement of their goals

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

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

Instructional Evaluation System

Helping Students Meet Achievement Goals

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

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

Example Instructional Support Member Evidence (Check all that apply)

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

Example Implementation Evidence (Check all that apply)

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

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

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

Instructional Evaluation System

If Applicable

A. Planning Standards-Based Lessons/Units

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

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

Planning Evidence (Check all that apply)

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

Example Implementation Evidence (Check all that apply)

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

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

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

Instructional Evaluation System

B. Identifying Critical Content

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- Begins the lesson or activity by explaining why upcoming content is important
- Accurately identifies critical content
- Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- Cues the importance of upcoming content in some direct and/or indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement
 - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. Check all that apply.)

- Describe the level of importance of the content addressed in the lesson or activity
- Explain why it is important to pay attention to the content
- Body language and other visible behaviors indicate students pay attention to the critical content

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

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

Instructional Evaluation System

C. Using Questioning Strategies

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

Desired Effect: Students accurately elaborate on content.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

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

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

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

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

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

Instructional Evaluation System

D. Facilitating Groups

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- Establishes routines for student grouping and interaction for the expressed purpose of processing content
- Provides guidance regarding group interactions and critiquing the reasoning of others
- Provides guidance on one or more cognitive skills appropriate for the lesson
- Utilizes assignments or tasks at the appropriate taxonomy level of content
- 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
- Organizes students into ad hoc groups during individual lessons
- Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Work within groups with an organized purpose
- Exhibit awareness of the power of interpretations
- Avoid negative thinking
- Take various perspectives
- Interact responsibly and respectfully critique the reasoning of others
- Appear to know how to handle controversy and conflict resolution
- Actively ask and answer questions about the content (i.e. assignments or tasks)
- Add their perspectives to discussions
- Generate clarifying questions about the content
- Explain individual student and/or group thinking about the content
- Take responsibility for the learning of peers

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

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

Instructional Evaluation System

E. Managing Student Behavior

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- Involves students in designing classroom routines and procedures to develop a responsive classroom
- Actively teaches student self-regulation strategies
- Uses classroom meetings to review and process rules and procedures
- Reminds students of rules and procedures
- Asks students to restate or explain rules and procedures
- Provides cues or signals when a rule or procedure should be used
- Physically occupies all quadrants of the room
- Scans the entire room, making eye contact with each student
- Recognizes potential sources of disruption and deal with them immediately
- Proactively addresses inflammatory situations
- Consistently exhibits “withitness” behaviors
- Recognizes and/or acknowledge students or groups who follow rules and procedures
- Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Follow clear routines during class
- Explain classroom rules and procedures
- Describe the classroom as an orderly and safe environment
- Recognize cues and signals by the teacher
- Self-regulate behavior while working individually
- Self-regulate behavior while working in groups
- Recognize that the teacher is aware of their behavior
- Interact responsibly with teacher and other students
- Explain how the individuality of each student is honored in the classroom
- Describe the teacher as fair and responsive to individual students
- Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”
- Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- Move purposefully about the classroom and efficiently access materials

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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

Instructional Evaluation System

F. Using Engagement Strategies

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- Takes action or uses specific strategies to re-engage students
- Uses academic games
- Manages response rates
- Uses physical movement
- Maintains a lively pace
- Uses crisp transitions from one activity to another
- Demonstrates intensity and enthusiasm for the content
- Uses friendly controversy
- Provides opportunities for students to talk about themselves as it relates to the content
- Presents unusual or intriguing information about the content

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

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

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

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

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance
Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.
Example Instructional Support Member Evidence (Check all that apply)
<input type="checkbox"/> Uses a reflection process for analysis of specific strengths and weaknesses <input type="checkbox"/> Keeps track of specifically identified focus areas for improvement <input type="checkbox"/> Identifies and keeps track of specific areas identified based on individual interest <input type="checkbox"/> Describes how specific areas for improvement are identified <input type="checkbox"/> Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility <input type="checkbox"/> Provides a written analysis of specific causes of success or difficulty <input type="checkbox"/> Explains the differential effects of specific strategies and behaviors that yield results <input type="checkbox"/> Exhibits characteristics of a growth mindset

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK- 12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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

Instructional Evaluation System

Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

Example Instructional Support Member Evidence (Check all that apply)

- Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- Identifies the data and feedback used to develop a professional growth plan
- Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- Describes progress toward meeting the goals outlined in the plan as supported by evidence
- Charts progress toward professional growth plan goals and supports by evidence
- Seeks mentorship from experts in area of professional responsibility
- Seeks innovative ways to improve professional practice

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

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

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)				
Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.				
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.				
Example Instructional Support Member Evidence (Check all that apply)				
<input type="checkbox"/> Participates in professional development opportunities <input type="checkbox"/> Demonstrates knowledge of processes and protocols associated with professional area of expertise <input type="checkbox"/> Demonstrates knowledge of state and federal laws associated with professional area of expertise <input type="checkbox"/> Keeps record of specific situations during which he/she mentored other instructional support members <input type="checkbox"/> Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways <input type="checkbox"/> Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors <input type="checkbox"/> Leads or facilitates professional development activities <input type="checkbox"/> Disseminates information in an accurate manner <input type="checkbox"/> Provides accessibility for professional services to students and school <input type="checkbox"/> Describes specific situations in which he/she has mentored colleagues to share expertise <input type="checkbox"/> Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)				

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

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

Instructional Evaluation System

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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK- 12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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

Instructional Evaluation System

Adhering to School and District Policies and Procedures
Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.
Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.
Example Instructional Support Member Evidence (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Performs assigned duties <input type="checkbox"/> Follows policies, regulations, and procedures <input type="checkbox"/> Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records) <input type="checkbox"/> Fulfills responsibilities in a timely manner <input type="checkbox"/> Demonstrates understanding of legal issues related to students and families <input type="checkbox"/> Demonstrates personal integrity <input type="checkbox"/> Ensures privacy and confidentiality <input type="checkbox"/> Documents specific situations in which he/she adheres to rules and procedures <input type="checkbox"/> Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK- 12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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

Instructional Evaluation System

Supporting and Participating in School and District Initiatives
Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.
Desired Effect: Instructional support member actively supports and participates in school and district initiatives.
Example Instructional Support Member Evidence (Check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities and events as appropriate to support students and the school community <input type="checkbox"/> Serves on school and district committees <input type="checkbox"/> Participates in professional development opportunities <input type="checkbox"/> Works to achieve school and district improvement goals <input type="checkbox"/> Provides record of specific situations in which he/she has participated in school and/or district initiatives <input type="checkbox"/> Describes or shows evidence of participation in school and/or district initiatives <input type="checkbox"/> Exhibits characteristics of a growth mindset

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK- 12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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

Instructional Evaluation System

Appendix D – Student Performance Measures

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Pre-Kindergarten (PK)	Star Early Literacy	FAST STAR Early Literacy Growth & Proficiency
Kindergarten (K)	Star Early Literacy/STAR Reading and Math	FAST ELA and Math STAR Growth & Proficiency
First Grade (1)	STAR Reading and Math	FAST ELA and Math STAR Growth & Proficiency
Second Grade (2)	STAR Reading and Math	FAST ELA and Math STAR Growth & Proficiency
Third Grade (3)	STAR Reading and Math	FAST ELA and Math STAR Growth & Proficiency
Fourth Grade (4)	FAST ELA FAST Math	State-Provided VAM
Fifth Grade (5)	FAST ELA FAST Math NGSSS Science	State-Provided VAM State-Provided VAM EOC Proficiency (See Table 1)
PE	FAST ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)
Music	FAST ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)
Counselor	FAST ELA & Math for Assigned Students	Percent of “Met Expectations” (See Table 2)
Student Services TSA	FAST ELA & Math for Assigned Students	Percent of “Met Expectations” (See Table 2)
Media	School-wide FAST ELA	State-Provided VAM
ESE Inclusion/Resource	STAR, FAST ELA, FAST math, and/or NGSSS Science for Assigned Students	State- Provided VAM; STAR Growth & Proficiency (See Table 4); Percent of “Met Expectations” (See Table 2); EOC Proficiency (See Table 1)
Title I Resource	STAR, FAST ELA, FAST math, and/or NGSSS Science for Assigned Students	State-Provided VAM; STAR Growth & Proficiency (See Table 4); Percent of “Met Expectations” (See Table 2); EOC Proficiency (See Table 1)
English/Language Arts, Reading Courses (6-8)	FAST ELA	State-Provided VAM
Math Courses (6-8)	FAST Mathematics	State-Provided VAM
Algebra I	B.E.S.T Algebra I EOC	State-Provided VAM
Science Courses (8)	NGSSS Science	EOC Proficiency (See Table 1)
Science Courses (6 & 7)	District Benchmark Assessment	EOC Proficiency (See Table 1)
Civic (7)	State Civics EOC	EOC Proficiency (See Table 1)
US History (8)	FSA ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)
World Cultures (6)	FSA ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)
PE	FAST ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)
Music	FAST ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)
Counselor	FAST ELA & Math for Assigned Students	Percent of “Met Expectations” (See Table 2)
Student Services TSA	FAST ELA & Math for Assigned Students	Percent of “Met Expectations” (See Table 2)
Media	School-wide FAST ELA	State-Provided VAM
ESE Inclusion/Resource	FAST ELA, FAST Math, Algebra I EOC, Civics EOC and/or NGSSS Science for Assigned Students	State-Provided VAM; Percent of “Met Expectations” (See Table 2); EOC Proficiency (See Table 1)
English 1	FAST ELA	State-Provided VAM
English 2	FAST ELA	State-Provided VAM
English 3	FAST ELA or PERT	Percent of “Met Expectations” (See Table 2) or Proficiency Value Score (See Table 6)
English 4	FAST ELA or PERT and or ACT	Percent of “Met Expectations” (See Table 2) or Proficiency Value Score (See Table 6)

Instructional Evaluation System

Algebra I; Algebra 1B	B.E.S.T Algebra I EOC	State-Provided VAM
Geometry	B.E.S.T Geometry EOC	EOC Proficiency (See Table 1)
Math for College Liberal Arts	PERT	Proficiency Value Score (See Table 6)
Math for College Statistics	PERT	Proficiency Value Score (See Table 6)
Algebra II	PERT	Proficiency Value Score (See Table 6)
Pre-Calculus	PERT	Proficiency Value Score (See Table 6)
Biology 1	State Biology EOC	EOC Proficiency (See Table 1)
Physical Science	FAST ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)/ State-Provided VAM
Marine Science	ACT	Proficiency Value Score (See Table 7)
Anatomy and Physiology	ACT	Proficiency Value Score (See Table 7)
World History	FAST ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)
U.S. History	State US History EOC	EOC Proficiency (See Table 1)
Economics	PERT/FAST ELA for Assigned Students	Proficiency Value Score (See Table 6)
American Government	PERT/FAST ELA for Assigned Students	Proficiency Value Score (See Table 6)
CTE	Industry Certification Exams and/or FSA ELA for Assigned Students	Percent of “Met Expectations (See Table 2) and/or Proficiency Value Score (Table 8)
PE	FAST ELA for Assigned Students	Percent of “Met Expectations” (See Table 2)
Music	FAST ELA for Assigned Students	Percent of “Met Expectations (See Table 2)
Counselor	FAST ELA & Math for Assigned Students	State-Provided VAM
Student Services TSA	FAST ELA & Math for Assigned Students	State-Provided VAM
Counselor and Student Services TSA	FAST ELA & Math for Assigned Students	State-Provided VAM
Media	School-wide FSA ELA	State-Provided VAM
ESE Inclusion/Resource	FAST ELA, FAST Math, Algebra I EOC, Civics EOC and/or NGSSS Science for Assigned Students	State-Provided VAM; Percent of “Met Expectations (See Table 2); EOC Proficiency (See Table 1)
District Non-Classroom Instructional Personnel	District-wide FAST ELA and Math VAM	State-Provided District-Wide VAM
Curriculum Coach	District-wide FAST ELA and Math VAM	State-Provided District-Wide VAM

Appendix E – Summative Evaluation Forms

Marzano Focused Evaluation Instructional Practice Score Sheet

Marzano Focused Non-Classroom Instructional Support Evaluation Instructional Practice Score Sheet

Teacher Self-Assessment

Non-Classroom Instructional Self-Assessment

Teacher Evaluation for Beginning or Newly Hired Teacher

Final Yearly Teacher Evaluation

Instructional Evaluation System

Name: _____ Date: _____

Marzano Focused Evaluation Instructional Practice Score Sheet

Proficiency Level	From	To
Highly Effective	3.50	4.00
Effective	2.50	3.49
Developing	1.50	2.49
Unsatisfactory	0.00	1.49

All Elements	
Element 1	
Element 2	
Element 3	
Element 4	
Element 5	
Element 6	
Element 7	
Element 8	
Element 9	
Element 10	
Element 11	
Element 12	
Element 13	
Element 14	
Element 15	
Element 16	
Element 17	
Element 18	
Element 19	
Element 20	
Element 21	
Element 22	
Element 23	
Instructional Practice Score	

Instructional Evaluation System

Name: _____ Date: _____

Marzano Focused Non-Classroom Instructional Support Evaluation Instructional Practice Score Sheet

Proficiency Level	From	To
Highly Effective	3.50	4.00
Effective	2.50	3.49
Developing	1.50	2.49
Unsatisfactory	0.00	1.49

All Elements	
Element 1	
Element 2	
Element 3	
Element 4	
Element 5	
Element 6	
Element 7	
Element 8	
Element 9	
Element 10	
Element 11	
Element 12	
Element 13	
Element 14	
Element 15	
Element 16	
Element 17	
Instructional Practice Score	

Instructional Evaluation System

Calhoun County School District Teacher Self-Assessment

Name: _____ Date: _____

Marzano Focused Teacher Evaluation Model - Crosswalk - (5 Dimensions of Teaching and Learning)

Use this form to summarize where you see yourself in each category. This will be used to help you formulate your Professional Development Plan

0 – No Using, 1 – Beginning, 2 – Developing, 3 – Applying, 4 – Innovating

STANDARDS-BASED PLANNING	0	1	2	3	4
1.Planning Standards-Based Lessons/Units (Purpose – Standards)					
2.Aligning Resources to Standard(s) (Curriculum & Pedagogy)					
3.Planning to Close the Achievement Gap Using Data					
Overall Rating					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
4.Identifying Critical Content from the Standards (Required evidence in every lesson)					
5.Previewing New Content					
6.Helping students Process New Content (Student Engagement)					
7.Using Questions to Help Student Elaborate on Content (Student Engagement - Talk)					
8.Reviewing Content (Student Engagement)					
9.Helping students Practice Skills, Strategies, and Processes					
10.Helping Students Examine Similarities and Differences					
11.Helping Students Examine Their Reasoning (Student Engagement – Intellectual Work)					
12..Helping Students Revise Knowledge (Student Engagement – Intellectual Work)					
13..Helping Students Engage in Cognitively Complex Tasks (Student Engagement – Intellectual – Talk)					
Overall Rating					

Instructional Evaluation System

CONDITIONS FOR LEARNING	0	1	2	3	4
14.Using Formative Assessment to Track Progress (Assessment for Student Learning)					
15.Providing Feedback and Celebrating Progress (Assessment for Student Learning)					
16.Organizing Students to Interact with Content (Student Engagement)					
17.Establishing and Acknowledging Adherence to Rules and Procedures (Classroom Environment)					
18.Using Engagement Strategies (Student Engagement)					
19.Establishing and Maintaining Effective Relationships in a Student Centered Classroom (Classroom Environment)					
20.Communicating High Expectations for Each Student to Close the Achievement Gap (Teacher to Student Talk)					
Overall Rating					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
21.Adhering to School and District Policies and Procedures					
22.Maintaining Expertise in Content and Pedagogy (Curriculum & Pedagogy)					
23.Promoting Teacher Leadership and Collaboration					
Overall Rating					

Domain	Score	Level	Weight
Standards-Based Planning			13%
Standards-Based Instruction			44%
Conditions for Learning			30%
Professional Responsibilities			13%

◆ Highly Effective (4)	◆ Effective (3)	◆ Needs Improvement (2)	◆ Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

Using the self-reflection data above, record those areas that you would like to consider as possible professional growth areas. Possible Growth Areas:

1.
2.
3.
4.

Instructional Evaluation System

Calhoun County School District Teacher Self-Assessment

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Use this form to summarize where you see yourself in each category. This will be used to help you formulate your Professional Development Plan

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility. . This form is used for School Counselors, Student Services TSA, Curriculum Coaches, Media Specialist, and Inclusion Teachers – Individuals will turn in a portfolio yearly.

0 – Not Using; 1 Beginning; 2 –Developing; 3 – Applying; 4 Innovating

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
1.Establishing and Communicating Clear Goals for Supporting Services					
2.Helping the School/District Achieve Goals					
3.Using Available Resources					
Overall Rating					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
4.Demonstrating Knowledge of Students					
5.Helping Students Meet Achievement Goals					
Overall Rating					

If Applicable

	0	1	2	3	4
6.Planning Standards-Based Lessons/Units					
7.Identifying Critical Content					
8.Using Questioning Strategies					
9.Facilitating Groups					
10.Managing Student Behavior					
11.Using Engagement Strategies					
Overall Rating					

Instructional Evaluation System

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
12.Reflecting and Evaluating Personal Performance					
13.Using Data and Feedback to Support Changes to Professional Practice					
Overall Rating					

DOMAIN 4: PROFESSIONAL RESPONSIBILITES

	0	1	2	3	4
14.Demonstrating Knowledge of Professional Practice (Area of Expertise)					
15.Promoting Positive Interactions with Colleagues and Community					
16.Adhering to School and District Policies and Procedures					
17.Supporting and Participating in School and District Initiatives					
Overall Rating					
Total Points					

Domain	Score	Level	Weight
Standards-Based Planning			13%
Standards-Based Instruction			44%
Conditions for Learning			30%
Professional Responsibilities			13%
Score			

◆ Highly Effective (4)	◆ Effective (3)	◆ Needs Improvement (2)	◆ Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

Using the self-reflection data above, record those areas that you would like to consider as possible professional growth areas. Possible Growth Areas:

1.
2.
3.
4.

Instructional Evaluation System

**Calhoun County School District
Teacher Evaluation for Beginning or Newly Hired Teacher**

Name _____ School Year _____

School _____ Date _____

Contract Status: Probationary

Grade/Subject Taught _____

All beginning or newly hired teachers are required to complete two evaluations. The first of these should be completed before the end of the first semester and the second evaluation should be completed near the end of the school year. The Final end of the year Evaluation is an average of Evaluation 1 and Evaluation 2.

1. Florida's Accomplished Practices-60% of Evaluation

Directions: Use the accompanying spreadsheet to compute the Instructional Practice Score. Attach a copy of the spreadsheet.

Sources of Evidence (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: _____
- Other: _____

Sources of Evidence (select all that applies):

- Planning (Pre) Conference
- Artifacts: _____
- Other: _____

Sources of Evidence (select all that applies):

- Self-Assessment
- Professional Development Plan
- Data Analysis
- Artifacts: _____
- Other: _____

Sources of Evidence (select all that applies):

- Conferences
- Discussions
- Artifacts: _____
- Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

Instructional Evaluation System

2. Student Performance Score-40% of Evaluation			
Directions: Attach a copy of the teacher’s PVS data			
Evaluator Comments:			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
Proficiency Value Score 3.50 - 4.00	Proficiency Value Score 2.50 -3.49	Proficiency Value Score 1.50 - 2.49	Proficiency Value Score 0.00- 1.49

Evaluation One Rating			
	Score	Weight	Weighted Score
1. Accomplished Practices		0.60	
2. Student Performance		0.40	
	Total Score		
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
Evaluation 1 Final Score 3.50 – 4.00	Evaluation 1 Final Score 2.50 – 3.49	Evaluation 1 Final Score 1.50 – 2.49	Evaluation 1 Final Score 0.00 – 1.49

Evaluator’s Signature: _____ **Date:** _____

Evaluator Comments:

Teacher’s Signature: _____ **Date:** _____

Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher 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.

Teacher Comments:

Instructional Evaluation System

Calhoun County School District Teacher Evaluation for Beginning or Newly Hired Teacher Evaluation 2

Name _____ School Year _____
 School _____ Date _____
 Contract Status: Probationary
 Grade/Subject Taught _____

1. Florida's Accomplished Practices-55% of Evaluation

Directions: Use the accompanying spreadsheet to compute the Instructional Practice Score.
 Attach a copy of the spreadsheet.

Sources of Evidence (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts:

- Other: _____

Sources of Evidence (select all that applies):

- Planning (Pre) Conference
- Artifacts:

- Other: _____

Sources of Evidence (select all that applies):

- Self-Assessment
- Professional Development Plan
- Data Analysis
- Artifacts:

- Other: _____

Sources of Evidence (select all that applies):

- Conferences
- Discussions
- Artifacts:

- Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

Instructional Evaluation System

2. Student Performance Score-40% of Evaluation

Directions: Attach a copy of the teacher’s PVS data

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
Proficiency Value Score 3.50 - 4.00	Proficiency Value Score 2.50 -3.49	Proficiency Value Score 1.50 - 2.49	Proficiency Value Score 0.00- 1.49

Evaluation One Rating

	Score	Weight	Weighted Score
1. Accomplished Practices		0.60	
2. Student Performance		0.40	
Total Score			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
Evaluation 1 Final Score 3.50 – 4.00	Evaluation 1 Final Score 2.50 – 3.49	Evaluation 1 Final Score 1.50 – 2.49	Evaluation 1 Final Score 0.00 – 1.49

Evaluator’s Signature: _____

Date: _____

Evaluator Comments:

Teacher’s Signature: _____

Date: _____

Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher 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.

Teacher Comments:

Instructional Evaluation System

**Calhoun County School District
Teacher Evaluation for Beginning or Newly Hired Teacher
Final End of Year Evaluation**

Name _____ School Year _____
 School _____ Date _____
 Contract Status: Probationary
 Grade/Subject Taught _____

Final End of Year Teacher Evaluation Score for Beginning or Newly Hired Teacher			
The final score reflects the average of the Evaluation 1 and Evaluation 2			
	Score	Weight	Weighted Score
Evaluation 1		0.50	
Evaluation 2		0.50	
Total Score			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.50 – 4.00	Overall Final Score of 2.50 – 3.49	Overall Final Score of 1.50 – 2.49	Overall Final Score of 0.00 – 1.49

Signatures	
Evaluator's Signature: _____	Date: _____
Evaluator Comments: 	
Teacher's Signature: _____	Date: _____
<i>Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher 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.</i>	
Teacher Comments: 	

Instructional Evaluation System

Calhoun County School District Final End of Year Evaluation

Name _____ School Year _____
 School _____ Date _____
 Grade/Subject Taught _____

1. Instructional Practice Score (55% of Final Evaluation Rating)

Directions: Use the accompanying spreadsheet to compute the Instructional Practice Score.
 Attach a copy of the spreadsheet.

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

Sources of Evidence (select all that applies):
 Planning (Pre) Conference
 Artifacts: _____
 Other: _____

Sources of Evidence (select all that applies):
 Self-Assessment
 Professional Development Plan
 Data Analysis
 Artifacts: _____
 Other: _____

Sources of Evidence (select all that applies):
 Conferences
 Discussions
 Artifacts: _____
 Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
3.50 – 4.0	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

2. Teacher Self-Assessment (5% of Final Evaluation Rating)

Attach a copy of the self-assessment

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

Instructional Evaluation System

3. Student Performance Score (40% of Final Evaluation Rating)

Directions: Attach a copy of the teacher's VAM or PVS data

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
VAM Score 3.10-4.00	VAM Score 2.10-3.09	VAM Score 1.10-2.09	VAM Score 0.00-1.09
Proficiency Value Score 3.50 - 4.00	Proficiency Value Score 2.50 - 3.49	Proficiency Value Score 1.50 - 2.49	Proficiency Value Score 0.00-1.49

Final Evaluation Rating

	Score	Weight	Weighted Score
1. Instructional Practice		0.55	
2. Self Assessment		0.05	
3. Student Performance		0.40	
Total Score			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score 3.50 – 4.0	Overall Final Score 2.50 – 3.49	Overall Final Score 1.50 – 2.49	Overall Final Score 1.00 – 1.49

Evaluator's Signature: _____ **Date:** _____

Evaluator Comments:

Teacher's Signature: _____ **Date:** _____

Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher 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.

Teacher Comments:

