Marzano Focused Teacher Evaluation Model

Florida Model

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Success Map and Protocols with FEAPs Indicators

Prepared by Marzano Evaluation Center,
a division of Instructional Empowerment, Inc.

175 Cornell Road | Suite 18 | Blairsville, PA 15717
www.MarzanoEvaluationCenter.com

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Standards-Based Classroom with Rigor

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Standards-Based Planning

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

Standards-Based Instruction

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

Conditions for Learning

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

Professional Responsibilities

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

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STANDARDS-BASED PLANNING	NU	B	D	A	I
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

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

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

PROFESSIONAL RESPONSIBILITIES	NU	B	D	A	I
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

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.

Optional 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.

Optional 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.

Optional 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)

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.

Optional 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
- ☐ Connect learning activities to the learning target/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
- ☐ Responses involve explanatory 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.

Optional 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
- ☐ Use aligned resources to facilitate students making a link from what they know to the new content

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.

Optional 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

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.

Optional 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.

Optional 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.

Optional 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.

Optional 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

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.

Optional 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.

Optional 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.

Optional 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

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.

Optional Evidence

Example Teacher Instructional Techniques

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

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

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Describe their status relative to learning targets and unit standards (e.g. exit ticket, summary)
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets

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

- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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.

Optional 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.

Optional 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.

Optional 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.

Optional 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.

Optional 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.

Optional 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
- ☐ Demonstrates 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

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.

Optional 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.

Optional 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
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Reflect on how teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

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 *and* **provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.**	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Optional 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 in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ 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