

School District of Pinellas County

Instructional Personnel Evaluation System



Updated June 10, 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

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

Our updated instructional evaluation system reflects recent revisions in Rule 6A-5.030, Florida Administrative Code (F.A.C.), District Instructional Personnel, and School Administrator Evaluation Systems, slated for implementation in the 2024-25 school year. In accordance with section 1012.34, Florida Statutes (F.S.), our system adheres to the recent revisions to Rule 6A-5.065 The Florida Educator Accomplished Practices (FEAPs). The Florida Educator Accomplished Practices (FEAP) serve as Florida's expectations for effective educators, providing guidance on what educators are expected to know and be able to do. These practices form the foundation for instructional personnel evaluation and professional learning systems, educator preparation programs, and educator certification requirements.

Pinellas County Schools began using Marzano's Teacher Evaluation Model during the 2015-2016, then in 2018-2019 adopted Marzano's Focused Teacher Evaluation Model. The Focused Teacher Evaluation Model is not a new model; instead, it is a revised version of the research-validated Marzano Teacher Evaluation Model created by a partnership between Robert J. Marzano and Learning Sciences International in 2010. The Focused Model provides greater clarity of expectations for both teachers and observers and improves the focus on key pedagogical principles.

The Focused Model evaluates teacher performance against objective criteria, use of standards, and student evidence. It maximizes the accuracy and effectiveness of teacher observations, feedback, and evaluation by focusing on four key areas (Domains): Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities.

Using the Observation Protocol (scales and evidence), observers will use student and teacher evidence to score instructional practice at the correct level on the observational scale. They will:

- Apply the protocol to identify teacher instructional techniques of specific elements from Standards-Based Instruction and Conditions for Learning.
- Evaluate construction and implementation of lesson and unit plans to provide clear and actionable teacher feedback.
- Use evidence to score and provide feedback on teacher performance of Professional Responsibilities.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

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.

Instructional Evaluation System

- ☒ 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.
- ☒ 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

- ☒ 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.

1. 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 | <ul style="list-style-type: none">• August 2024• 2024-2025 | <ul style="list-style-type: none">• Video: Evaluation Process Overview• Professional Development throughout the year (face-to-face, online) |
| Newly Hired Classroom Teachers | <ul style="list-style-type: none">• August 2024• 2024-2025 | <ul style="list-style-type: none">• Video: Evaluation Process Overview• Professional Development throughout the year (face-to-face, online) based on teacher induction plan• Mentor Support |
| Late Hires | 2024-2025 | <ul style="list-style-type: none">• Make-up Evaluation Overview Training• Video: Evaluation Process Overview• Professional Development throughout the year (face-to-face, online) based on teacher induction plan and hire date• Mentor Support |

Instructional Evaluation System

2. 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 ANNUAL, PROFESSIONAL SERVICE, and CONTINUING CONTRACT | | | |
| Hired before the beginning of the school year | 1 Formal Observation 1 Optional Targeted Observation | Formal Observation completed by the end of the third grading period, March 2025 Teacher Requested Targeted Observation (optional), completed at least four weeks prior to the end of the school year, May 2025 | Observation results are provided within 3 days and available through iObservation. Observation results are reviewed during a post-conference, which is scheduled within 5 days of an observation. |
| Newly Hired Classroom Teachers and Non-Classroom Teachers PROBATIONARY OR TEACHER IN NEED OF SUPPORT | | | |
| Hired before and after the beginning of the school year | 2 Formal Observations 1 Optional Targeted Observation | <u>First or Second Semester:</u> The first formal observation occurs by the 60 th day from the date of hire. <u>Second Semester:</u> The second Formal completed by the end of the third grading period, March 2025 Teacher Requested Targeted Observation (optional), completed at least four weeks prior to the end of the school year, May 2025 | Observation results are provided within 3 days and available through iObservation. Observation results are reviewed during a post-conference, which is scheduled within 5 days of an observation. |
| Note: Formal and Targeted observations include a Pre-observation conference, observation, and post-observation conference. | | | |

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 | | | |
| ANNUAL, PROFESSIONAL SERVICE, and CONTINUING CONTRACT | | | |
| Hired before the beginning of the school year | 1 | <ul style="list-style-type: none"> Four weeks prior to the end of the school year, the instructional practice score is completed. October of the following school year, Final Evaluations are completed, which include the instructional practice score, student growth score, and final score. | <ul style="list-style-type: none"> Instructional Practice scores are available through the iObservation platform four weeks prior to the end of the school year. October of the following year teachers receive an e-mail notification that the final evaluation is complete. Teachers acknowledge their final evaluation score electronically using the iObservation platform. |
| Newly Hired Classroom Teachers | | | |
| Hired before the beginning of the school year | 2 | <p>For the <u>first evaluation</u>:</p> <ul style="list-style-type: none"> Occurs by the 60th day from the date of hire. The student data to be used for the interim evaluation is agreed upon by the evaluator and teacher at the beginning of the year or prior to the first formal observation <p>For the <u>second evaluation</u>:</p> <ul style="list-style-type: none"> Four weeks prior to the end of the school year, the instructional practice score is completed. October of the following school year, Final Evaluations are completed, which include the instructional practice score, student growth score, and final score. | <p>For the <u>first evaluation</u>:</p> <ul style="list-style-type: none"> A post-conference is scheduled within 5 days of the observation where the observation and evaluation results are shared. Teachers acknowledge their final evaluation score electronically using the iObservation platform. <p>For the <u>second evaluation</u>:</p> <ul style="list-style-type: none"> Instructional Practice scores are available through the iObservation platform four weeks prior to the end of the school year. October of the following year teachers receive an e-mail notification that the final evaluation is complete. |

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| | | | |
|--|---|---|--|
| | | | <ul style="list-style-type: none"> Teachers acknowledge their final evaluation score electronically using the iObservation platform. |
| Hired after the beginning of the school year | 2 | <p>For the <u>first evaluation</u>:</p> <ul style="list-style-type: none"> Occurs by the 60th day from the date of hire. The student data to be used for the interim evaluation is agreed upon by the evaluator and teacher at the beginning of the year or prior to the first formal observation <p>For the <u>second evaluation</u>:</p> <ul style="list-style-type: none"> Four weeks prior to the end of the school year, the instructional practice score is completed. October of the following school year, Final Evaluations are completed, which include the instructional practice score, student growth score, and final score. | <p>For the <u>first evaluation</u>:</p> <ul style="list-style-type: none"> A post-conference is scheduled within 5 days of the observation, where the observation and evaluation results are shared. Teachers acknowledge their final evaluation score electronically using the iObservation platform. <p>For the <u>second evaluation</u>:</p> <ul style="list-style-type: none"> Instructional Practice scores are available through the iObservation platform four weeks prior to the end of the school year. October of the following year teachers receive an e-mail notification that the final evaluation is complete. Teachers acknowledge their final evaluation score electronically using the iObservation platform. |

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

- Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Pinellas County, instructional practice accounts for 56.7% of the instructional personnel performance evaluation.
- Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Calculating the Instructional Practice Score

The Instructional Practice score represents 56.7% of the final score for instructional staff members. The instructional practice calculation is completed using Competency-Based Scoring, which increases competency by requiring the scoring of all or majority of the elements. This applies to all instructional staff members including newly hired staff members.

Classroom Instructional Practice Score Calculation

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.1)
4. Add the weighted Domain scores to receive an Instructional Practice Score.
5. The Instructional Practice score is applied to the scale. (Table 2)
 - For Domain 2: Standards-Based Instruction, the elements Identifying Critical Content and Helping Students Engage in Cognitively Complex Tasks are required. The other five highest rated elements will count towards the Domain Score.
 - For Domain 3: Conditions for Learning, the five highest rated elements will count towards the Domain Score.

Non-Classroom Instructional Practice Score Calculation

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.2)
4. Add the weighted Domain scores to receive an Instructional Practice Score.
5. The Instructional Practice Score is applied to the scale. (Table 2)
 - For Domain 2: Supporting Student Achievement, the elements Demonstrating Knowledge of Students, Helping Students Meet Achievement Goals, and Identifying Critical Content are required. The other 3 highest-rated elements will count towards the Domain Score.

Weights of Each Area of Expertise

Table 1.1: Classroom Framework

| | |
|--------------------------|-----|
| Standards-Based Planning | 14% |
| Standards-Based | 34% |
| Conditions for Learning | 34% |
| Professional | 18% |

Table 1.2: Non-Classroom Framework

| | |
|---|-----|
| Planning and Preparing to Provide | 27% |
| Supporting Student Achievement | 19% |
| Continuous Improvement of Professional Practice | 18% |
| Professional Responsibilities | 36% |

Table 2: Proficiency Scale

| | |
|-------------------------------|-----------|
| Highly Effective | 3.45-4.0 |
| Effective | 2.45-3.44 |
| Developing/Needs Improvement: | 1.45-2.44 |
| Unsatisfactory | 1.0-1.44 |

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. 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 Pinellas County, other indicators of performance account for 10% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.

DELIBERATE PRACTICE PLAN (DPP)

The purpose of the DPP is to improve teacher practice in order to increase student achievement. Instructional staff will reflect upon their professional learning as it relates to impacting student progress; building upon their own professional growth. In order to complete the plan, individuals will complete self-assessments, review their schoolwide initiatives, consider student assessment data and prior year evaluation results, and then identify learning goals that focus on student achievement. The DPP contains clearly defined goals and activities designed to improve teacher practice.

The Deliberate Practice Plan contains the following sections:

- Self-Assessment
- Select Target Element
- Identify Action Steps
- Submit Plan for Administrator Approval

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Deliberate Practice Plans will be discussed at the beginning, middle, and end of each school year. The administrator and/or teacher may document amendments and comments in the reflection log and/or comment section. The administrator and teacher both contribute input and notes to the DPP. Below is how the instructional staff is rated on their Deliberate Practice.

| Deliberate Practice Ratings | |
|-----------------------------|--|
| 0 | No goals written, no deliberate practice written |
| 3 | Goals written, didn't attend or finish training related to the goals |
| 7 | Goals written, training attended, no evidence of growth observed in classroom as it relates to goal. |
| 10 | Goals written, training attended, evidence of growth observed in classroom as it relates to goal. |

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. 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 Pinellas County, performance of students accounts for 33.3% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Value-added model (VAM) is a statistical model used for the purpose of determining an individual teacher's contribution to student learning based on state-standardized assessments. The VAM score is used as the measure of student performance for teachers of VAM courses. A scale of 1 to 4 is provided by the DOE and used as 33.3% of the final summative score.

National, state, and local assessments listed in Appendix D are used to calculate student performance ratings for teachers who do not teach VAM courses. Student Growth scores are calculated by comparing the performance of students on assessments to district averages for teachers who do not receive state-provided VAM scores. School administrators, instructional personnel who are not classroom teachers, and classroom teachers of students for courses not assessed by national, state, and local assessments use school VAM scores. School VAM scores are provided on a scale of 1 to 4 by the DOE.

- If a state-standardized assessment is available for a course, only that assessment will be used in the Student Performance portion of the evaluation.
- In cases where the local assessment is not ready or available, the district will derive the Student Performance score using state assessments or other standardized tests administered to the students assigned to the teacher.
- If an instructional staff member is assigned a combination of courses, the weight of each course in the VAM calculation will be proportionate to the amount of time assigned to each course(s).

For all instructional personnel, student performance data for three years, including the current year and the two years immediately preceding the current year, will be used when available.

- If less than the three most recent years of data are available, those years for which data are available must be used.
- Newly hired teachers will be assessed only using the current year's assessment data.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The final summative calculation for classroom and non-classroom instructional personnel:

- The Instructional Practice Score weighted at 56.7%
- Student Performance Data weighted at 33.3%
- Deliberate Practice Score weighted at 10%.

A 4.0 scale is implemented for all instructional final evaluations. This scale is aligned to the four evaluation categories: Highly Effective, Effective, Needs Improvement (Developing for teachers in their first three years), and Unsatisfactory.

Each category will be defined as follows:

- Highly Effective: 3.45-4.0
 - Effective: 2.45-3.44
 - Developing/Needs Improvement: 1.45-2.44
 - Unsatisfactory: 1.0-1.44
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Instructional Evaluation System

Scenario 1 - Highly Effective 2nd Grade Teacher

| Final Score: 3.64 - Highly Effective | | |
|--|---|--|
| Instructional Practice Score 3.66 Highly Effective | Student Growth Score 3.5 Highly Effective | Deliberate Practice Score 4.0 Highly Effective |

Instructional Practice Score: 3.65 Highly Effective

| Domain | Element | Formal 1 | Formal 2 | Targeted | Highest Rating | Domain Score | Weighted Score |
|--------|---------|----------|----------|----------|----------------|---------------|------------------|
| 1 | 1 | 2 | 3 | | 3 | 3.666666667 | 0.5133 |
| | 2 | 3 | 4 | | 4 | | |
| | 3 | 3 | 4 | | 4 | | |
| 2 | 4* | 3 | 3 | 4 | 4 | 3.714285714 | 1.2629 |
| | 5 | 3 | 3 | | 3 | | |
| | 6 | 3 | 4 | | 4 | | |
| | 7 | | 3 | 4 | 4 | | |
| | 8 | 2 | 3 | | 4 | | |
| | 9 | | 3 | 4 | 4 | | |
| | 10 | 1 | 2 | | ** 2 | | |
| | 11 | 1 | 2 | | ** 2 | | |
| | 12 | 0 | 1 | | ** 1 | | |
| 3 | 13* | | 3 | | 3 | 3.6 | 1.2240 |
| | 14 | 3 | 4 | | 4 | | |
| | 15 | 3 | 3 | | 4 | | |
| | 16 | 4 | 3 | | 3 | | |
| | 17 | 3 | 3 | | 4 | | |
| | 18 | 3 | 4 | | 3 | | |
| | 19 | 3 | 4 | | ** 2 | | |
| 4 | 20 | 3 | 4 | | ** 1 | 3.666666667 | 0.6600 |
| | 21 | 2 | 3 | | 3 | | |
| | 22 | 3 | 4 | | 4 | | |
| | 23 | 4 | 3 | | 4 | | |
| | | | | | | IP Score | 3.6602 |
| | | | | | | IP Score Text | Highly Effective |

*Required Elements

**Dropped

Student Growth Score: 3.5 Highly Effective

Student Growth score calculated for Second Grade Teacher utilizing the FAST STAR assessment.
See Appendix D - Student Performance

Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric. See Section B. Other Indicators of Performance

Instructional Evaluation System

Grade 2 Reading FAST Tests – Comparison Model 2024-2025

Uses FAST performance and comparison to the district averages to assign a student performance score.

| <u>FAST Spring 2024 Results</u> – Performance Compared to the District Average Scale Score | Class Average Score of <u>FAST Fall 2023</u> PM1 Administration (Scale Score) | | |
|---|--|---------------|----------------|
| | Low | Average | High |
| Performance for Current Year Highest | HE 4 | HE 3.75 | HE 3.5 |
| Performance for Current Year Higher | HE 3.5 | E 3.25 | E 3 |
| Performance for Current Year Average | E 3.25 | E 3 | E 2.75 |
| Performance for Current Year Lower | E 3 | E 2.75 | NI 2.25 |
| Performance for Current Year Lowest | E 2.75 | NI 1.5 | U 1.25 |

**Student Growth
4-pt Scale**

| Highly Effective | Effective | Needs Imp. | Unsatisfactory |
|-------------------------|------------------|-------------------|-----------------------|
| 3.5-4 | 2.5-3.49 | 1.5-2.49 | 1-1.49 |

Instructional Evaluation System

Scenario 2 - Unsatisfactory 2nd Grade Teacher

| Final Score: 1.3 - Unsatisfactory | | |
|--|---|--|
| Instructional Practice Score 1.41 Unsatisfactory | Student Growth Score 1.5 Developing/Needs Improvement | Deliberate Practice Score 0.0 Unsatisfactory |

Instructional Practice Score: 1.45 Unsatisfactory

| Domain | Element | Formal 1 | Formal 2 | Targeted | Highest Rating | Domain Score | Weighted Score |
|--------|---------|----------|----------|----------|----------------|---------------|----------------|
| 1 | 1 | | 0 | | 0 | 1 | 0.1400 |
| | 2 | 2 | 2 | | 2 | | |
| | 3 | 1 | 2 | | 1 | | |
| 2 | 4* | 2 | 2 | 3 | 3 | 1.428571429 | 0.4857 |
| | 5 | 0 | 1 | | 1 | | |
| | 6 | 1 | 1 | | 1 | | |
| | 7 | | 2 | 2 | 2 | | |
| | 8 | 2 | 2 | | 2 | | |
| | 9 | | 0 | 1 | 1 | | |
| | 10 | 1 | 1 | | ** | | |
| | 11 | 1 | 1 | | ** | | |
| | 12 | 0 | 0 | | ** | | |
| | 13* | | 0 | | 0 | | |
| 3 | 14 | 2 | 2 | | 2 | 1.6 | 0.5440 |
| | 15 | 3 | 3 | | 2 | | |
| | 16 | 1 | 2 | | 2 | | |
| | 17 | 2 | 1 | | 1 | | |
| | 18 | 1 | 1 | | 1 | | |
| | 19 | 1 | 2 | | ** | | |
| | 20 | 1 | 1 | | ** | | |
| 4 | 21 | 2 | 2 | | 2 | 1.333333333 | 0.2400 |
| | 22 | 1 | 1 | | 1 | | |
| | 23 | 1 | 1 | | 1 | | |
| | | | | | | IP Score | 1.4097 |
| | | | | | | IP Score Text | Unsatisfactory |

*Required Elements

**Dropped

Student Growth Score: 1.5 Developing/Needs Improvement

Student Growth score calculated for Second Grade Teacher utilizing the FAST STAR assessment.
See Appendix D - Student Performance

Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric. See Section B. Other Indicators of Performance

Instructional Evaluation System

Grade 2 Reading FAST Tests – Comparison Model 2024-2025

Uses FAST performance and comparison to the district averages to assign a student performance score.

| <u>FAST Spring 2024 Results</u> – Performance Compared to the District Average Scale Score | Class Average Score of <u>FAST Fall 2023</u> PM1 Administration (Scale Score) | | |
|---|--|---------------|----------------|
| | Low | Average | High |
| Performance for Current Year Highest | HE 4 | HE 3.75 | HE 3.5 |
| Performance for Current Year Higher | HE 3.5 | E 3.25 | E 3 |
| Performance for Current Year Average | E 3.25 | E 3 | E 2.75 |
| Performance for Current Year Lower | E 3 | E 2.75 | NI 2.25 |
| Performance for Current Year Lowest | E 2.75 | NI 1.5 | U 1.25 |

| Student Growth 4-pt Scale | Highly Effective | Effective | Needs Imp. | Unsatisfactory |
|--------------------------------------|-------------------------|------------------|-------------------|-----------------------|
| | 3.5-4 | 2.5-3.49 | 1.5-2.49 | 1-1.49 |

Instructional Evaluation System

Scenario 3 - Highly Effective 9th Grade English Language Arts Teacher

| Final Score: 3.65 - Highly Effective | | |
|--|---|--|
| Instructional Practice Score 3.67 Highly Effective | Student Growth Score 3.5 Highly Effective | Deliberate Practice Score 4.0 Highly Effective |

Instructional Practice Score: 3.5 Highly Effective

| Domain | Element | Formal 1 | Formal 2 | Targeted | Highest Rating | Domain Score | Weighted Score |
|--------|---------|----------|----------|----------|----------------|---------------|------------------|
| 1 | 1 | 2 | 3 | | 3 | 3.666666667 | 0.5133 |
| | 2 | 3 | 4 | | 4 | | |
| | 3 | 3 | 4 | | 4 | | |
| 2 | 4* | 3 | 3 | 4 | 4 | 3.571428571 | 1.2143 |
| | 5 | 3 | 3 | | 3 | | |
| | 6 | 3 | 4 | | 4 | | |
| | 7 | | 3 | 4 | 4 | | |
| | 8 | 2 | 3 | | 3 | | |
| | 9 | | 3 | 4 | 4 | | |
| | 10 | 1 | 2 | | ** | | |
| | 11 | 1 | 2 | | ** | | |
| | 12 | 0 | 1 | | ** | | |
| | 13* | | 3 | | 3 | | |
| 3 | 14 | 3 | 4 | | 4 | 3.8 | 1.2920 |
| | 15 | 3 | 3 | | 3 | | |
| | 16 | 4 | 3 | | 4 | | |
| | 17 | 3 | 3 | | 4 | | |
| | 18 | 3 | 4 | | 4 | | |
| | 19 | 3 | 4 | | ** | | |
| | 20 | 3 | 4 | | ** | | |
| 4 | 21 | 2 | 3 | | 3 | 3.666666667 | 0.6600 |
| | 22 | 3 | 4 | | 4 | | |
| | 23 | 4 | 3 | | 4 | | |
| | | | | | | IP Score | 3.6796 |
| | | | | | | IP Score Text | Highly Effective |

*Required Elements

**Dropped

Student Growth Score: 3.5 Highly Effective

Student Growth score calculated for Ninth Grade Teacher utilizing the FAST State assessment.
See Appendix D - Student Performance

Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.
See Section B. Other Indicators of Performance

Instructional Evaluation System

Scenario 4 - Unsatisfactory 9th Grade English Language Arts Teacher

| Final Score: 1.3 - Unsatisfactory | | |
|--|---|--|
| Instructional Practice Score 1.41 Unsatisfactory | Student Growth Score 1.5 Developing/Needs Improvement | Deliberate Practice Score 0.0 Unsatisfactory |

Instructional Practice Score: 1.45 Unsatisfactory

| Domain | Element | Formal 1 | Formal 2 | Targeted | Highest Rating | Domain Score | Weighted Score |
|--------|---------|----------|----------|----------|----------------|---------------|----------------|
| 1 | 1 | | 0 | | 0 | 1 | 0.1400 |
| | 2 | 2 | 2 | | 2 | | |
| | 3 | 1 | 2 | | 1 | | |
| 2 | 4* | 2 | 2 | 3 | 3 | 1.428571429 | 0.4857 |
| | 5 | 0 | 1 | | 1 | | |
| | 6 | 1 | 1 | | 1 | | |
| | 7 | | 2 | 2 | 2 | | |
| | 8 | 2 | 2 | | 2 | | |
| | 9 | | 0 | 1 | 1 | | |
| | 10 | 1 | 1 | | ** | | |
| | 11 | 1 | 1 | | ** | | |
| | 12 | 0 | 0 | | ** | | |
| | 13* | | 0 | | 0 | | |
| 3 | 14 | 2 | 2 | | 2 | 1.6 | 0.5440 |
| | 15 | 3 | 3 | | 2 | | |
| | 16 | 1 | 2 | | 2 | | |
| | 17 | 2 | 1 | | 1 | | |
| | 18 | 1 | 1 | | 1 | | |
| | 19 | 1 | 2 | | ** | | |
| | 20 | 1 | 1 | | ** | | |
| 4 | 21 | 2 | 2 | | 2 | 1.333333333 | 0.2400 |
| | 22 | 1 | 1 | | 1 | | |
| | 23 | 1 | 1 | | 1 | | |
| | | | | | | IP Score | 1.4097 |
| | | | | | | IP Score Text | Unsatisfactory |

*Required Elements

**Dropped

Student Growth Score: 1.5 Developing/Needs Improvement

Student Growth score calculated for Ninth Grade Teacher utilizing the FAST State assessment.
See Appendix D - Student Performance

Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.
See Section B. Other Indicators of Performance

Appendix A – Evaluation Framework Standards

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAP).

Marzano Focused Teacher Evaluation (Florida Model) to the Florida Educator Accomplished Practices Crosswalk

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| STANDARDS-BASED PLANNING | FL FTEM Element and Focus Statement | FEAPs 2023 Indicator |
|--------------------------|--|--|
| | Planning Standards-Based Lessons/Units: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning. | A1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity |
| | | A1b. Sequences lessons and concepts to ensure coherence and required prior knowledge |
| | | A1c. Designs instruction for students to achieve mastery |
| | | A1d. Selects appropriate formative assessments to monitor learning |
| | | A1g. 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. |
| | Aligning Resources to Standard(s): Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons. | A3e. Relates and integrates the subject matter with other disciplines and life experiences |
| | | A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery |
| | Planning to Close the Achievement Gap Using Data: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap. | A2f. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals |
| | | A3g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding |
| | | A1e. Uses diagnostic student data to plan lessons |
| | | A2h. 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. |
| | | A3c. Identifies gaps in students' subject matter knowledge |
| | | A3d. Modifies instruction to respond to preconceptions or misconceptions |
| | | A3h. Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students |
| | | A4a. 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 |
| | | A4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge |

Instructional Evaluation System

Marzano Focused Teacher Evaluation (Florida Model) to the Florida Educator Accomplished Practices Crosswalk

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| STANDARDS-BASED INSTRUCTION | FL FTEM Element and Focus Statement | FEAPs 2023 Indicator |
|-----------------------------|--|--|
| | Identifying Critical Content from the Standards: 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. | A2e. Models clear, acceptable oral and written communication skills |
| | Previewing New Content: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content. | A3a. Delivers engaging and challenging lessons |
| | Helping Students Process New Content: Teacher systematically engages student groups in processing and generating conclusions about new content. | A3a. Delivers engaging and challenging lessons |
| | Using Questions to Help Students Elaborate on Content: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content. | A3f. Employs questioning that promotes critical thinking |
| | Reviewing Content: Teacher engages students in brief review of content that highlights the cumulative nature of the content. | A3a. Delivers engaging and challenging lessons |
| | Helping Students Practice Skills, Strategies, and Processes: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. | A3a. Delivers engaging and challenging lessons |
| | Helping Students Examine Similarities and Differences: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences. | A3a. Delivers engaging and challenging lessons A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter A3e. Relates and integrates the subject matter with other disciplines and life experiences |
| | Helping Students Examine Their Reasoning: 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. | A3a. Delivers engaging and challenging lessons A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter A3e. Relates and integrates the subject matter with other disciplines and life experiences |
| | Helping Students Revise Knowledge: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information. | A3a. Delivers engaging and challenging lessons |
| | Helping Students Engage in Cognitively Complex Tasks: 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. | A3a. Delivers engaging and challenging lessons A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter A3e. Relates and integrates the subject matter with other disciplines and life experiences |

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Instructional Evaluation System

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| CONDITIONS FOR LEARNING | FL FTEM Element and Focus Statement | FEAPs 2023 Indicator |
|-------------------------|--|---|
| | Using Formative Assessment to Track Student Progress: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets. | A3c. Identifies gaps in students' subject matter knowledge |
| | | A3j. Utilizes student feedback to monitor instructional needs and to adjust instruction |
| | | A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery |
| | | A4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains |
| | | A4f. Applies technology to organize and integrate assessment information |
| | Providing Feedback and Celebrating Progress: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. | A3i. Supports, encourages, and provides immediate and specific feedback to students to promote student achievement |
| | | A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) |
| | Organizing Students to Interact with Content: Teacher organizes students into appropriate groups to facilitate the learning of content. | A1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies |
| | Establishing and Acknowledging Adherence to Rules and Procedures: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. | A2b. Manages individual and class behaviors through a well-planned management system |
| | Using Engagement Strategies: Teacher uses engagement strategies to engage or re-engage students with the content. | A2a. Organizes, allocates, and manages the resources of time, space, and attention A2g. Integrates current information and communication technologies |
| | Establishing and Maintaining Effective Relationships in a Student-Centered Classroom: Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student. | A2d. Respects students' cultural linguistic and family background |
| | | A2f. Maintains a climate of openness, inquiry, fairness and support A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. |
| | Communicating High Expectations for Each Student to Close the Achievement Gap: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success. | A2c. Conveys high expectations to all students |

Instructional Evaluation System

Marzano Focused Teacher Evaluation (Florida Model)
to the Florida Educator Accomplished Practices Crosswalk

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| PROFESSIONAL RESPONSIBILITIES | FL FTEM Element and Focus Statement | FEAPs 2023 Indicator |
|-------------------------------|---|--|
| | Adhering to School and District Policies and Procedures: Teacher adheres to school and district policies and procedures. | B2a. 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. |
| | | B2b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. |
| | | B2c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. |
| | Maintaining Expertise in Content and Pedagogy: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy). | B1a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs |
| | | B1b. Examines and uses data-informed research to improve instruction and student achievement |
| | | B1e. Engages in targeted professional growth opportunities and reflective practices |
| | Promoting Teacher Leadership and Collaboration: Teacher promotes teacher leadership and a culture of collaboration. | B1f. Implements knowledge and skills learned in professional development in the teaching and learning process. |
| | | A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) |
| | | B1c. 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. |
| | | B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement |

Instructional Evaluation System

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation (Florida Model)
to the Florida Educator Accomplished Practices Crosswalk

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DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

| FL FNCISP Element and Focus Statement | FEAPs 2023 Indicator |
|---|--|
| Establishing and Communicating Clear Goals for Supporting Services: 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. | B1a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs |
| Helping the School/District Achieve Goals: 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. | N/A |
| Using Available Resources: 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. | A2a. Organizes, allocates, and manages the resources of time, space, and attention |
| | A2g. Integrates current information and communication technologies |
| | A2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals |
| | A3g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding |

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

| FL FNCISP Element and Focus Statement | FEAPs 2023 Indicator |
|---|---|
| Demonstrating Knowledge of Students: Instructional support member demonstrates knowledge of the unique needs of students in the school/district. | A3c. Identifies gaps in students' subject matter knowledge |
| | A3j. Utilizes student feedback to monitor instructional needs and to adjust instruction |
| | A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery |
| | A4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains |
| Helping Students Meet Achievement Goals: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement. | A4f. Applies technology to organize and integrate assessment information |
| | A1e. Uses diagnostic student data to plan lessons |
| | A2c. Conveys high expectations to all students |
| | A2h. 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. |
| | A3d. Modifies instruction to respond to preconceptions or misconceptions |
| | A3h. Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students |

Instructional Evaluation System

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation (Florida Model) to the Florida Educator Accomplished Practices Crosswalk

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| | |
|--|---|
| (continued) Helping Students Meet Achievement Goals | A3i. Supports, encourages, and provides immediate and specific feedback to students to promote student achievement |
| | A4a. 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 |
| | A4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge |
| | A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) |
| Planning Standards-Based Lessons/Units: 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. | A1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity |
| | A1b. Sequences lessons and concepts to ensure coherence and required prior knowledge |
| | A1c. Designs instruction for students to achieve mastery |
| | A1d. Selects appropriate formative assessments to monitor learning |
| | A1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies |
| | A1g. 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. |
| Identifying Critical Content: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention. | A3e. Relates and integrates the subject matter with other disciplines and life experiences |
| | A2e. Models clear, acceptable oral and written communication skills |
| Using Questioning Strategies: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content. | A3a. Delivers engaging and challenging lessons |
| | A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter |
| Facilitating Groups: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content. | A3f. Employs questioning that promotes critical thinking |
| | N/A |
| Managing Student Behavior: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. | A2b. Manages individual and class behaviors through a well-planned management system |
| | A2d. Respects students' cultural linguistic and family background |
| | A2f. Maintains a climate of openness, inquiry, fairness and support |
| Using Engagement Strategies: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content. | A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. |
| | A2a. Organizes, allocates, and manages the resources of time, space, and attention |
| | A2g. Integrates current information and communication technologies |

Instructional Evaluation System

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation (Florida Model)
to the Florida Educator Accomplished Practices Crosswalk

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DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

| FL FNCISP Element and Focus Statement | FEAPs 2023 Indicator |
|--|---|
| Reflecting and Evaluating Personal Performance: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors. | N/A |
| Using Data and Feedback to Support Changes to Professional Practice: 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. | B1b. Examines and uses data-informed research to improve instruction and student achievement |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| FL FNCISP Element and Focus Statement | FEAPs 2023 Indicator |
|--|--|
| Demonstrating Knowledge of Professional Practice (Area of Expertise): Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise. | B1e. Engages in targeted professional growth opportunities and reflective practices B1f. Implements knowledge and skills learned in professional development in the teaching and learning process |
| Promoting Positive Interactions with Colleagues and Community: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning. | A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) B1c. 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 B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement |
| Adhering to School and District Policies and Procedures: Instructional support member is knowledgeable about and adheres to school and district policies and procedures. | B2a. 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. B2b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. B2c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. |
| Supporting and Participating in School and District Initiatives: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility. | B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement |


Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

Marzano Focused Teacher Evaluation Model (Florida Model), updated May 17, 2024

**Marzano Focused
Teacher Evaluation Model**
Florida Model

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**Success Map and Protocols
with FEAPs Indicators**

Prepared by Marzano Evaluation Center,
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Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

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Marzano Focused Teacher Evaluation Model *Florida Model*

| 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 <i>(Required evidence in every lesson)</i> | | | | | |
| 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 | | | | | |

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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. |

Marzano Focused Teacher Evaluation Model
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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)

Marzano Focused Teacher Evaluation Model
(Florida Model)



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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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)

Instructional Evaluation System

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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. |

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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)

Instructional Evaluation System

Marzano Focused Teacher Evaluation Model
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Evaluation Center

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. |

Marzano Focused Teacher Evaluation Model
(Florida Model)



Optional Evidence

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|--|
| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a learning target aligned to the grade level standard(s) <input type="checkbox"/> Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson <input type="checkbox"/> Provide a learning target embedded in a scale or learning progression that specify critical content from the standard(s) <input type="checkbox"/> Relate classroom activities to the target and/or scale throughout the lesson <input type="checkbox"/> Identify and accurately teach critical content <input type="checkbox"/> Use a scaffolding process to identify critical content for each 'chunk' of the learning progression <input type="checkbox"/> Use verbal/visual cueing, storytelling, and other techniques to bring attention to the critical content <input type="checkbox"/> Ensure text complexity aligns to the critical content <input type="checkbox"/> Connect learning activities to the learning target/critical content |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students know what content is important <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students know what content is important <input type="checkbox"/> Use Response Methods to monitor that students know what content is important <input type="checkbox"/> Use Questioning Sequences to monitor that students know what content is important |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student conversation in groups focus on critical content <input type="checkbox"/> Generate short written response (i.e. summary, entrance/exit ticket) <input type="checkbox"/> Create nonlinguistic representations (i.e. diagram, model, scale) <input type="checkbox"/> Student-generated notes focus on critical content <input type="checkbox"/> Responses to questions focus on critical content <input type="checkbox"/> Explain purpose and unique characteristics of key concepts/critical content <input type="checkbox"/> Explain applicable mathematical practices in critical content <input type="checkbox"/> Responses involve explanatory content. |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify the task <input type="checkbox"/> Provide additional resources |

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(Florida Model)

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Evaluation Center

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. |

Marzano Focused Teacher Evaluation Model
(Florida Model)



Optional Evidence

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content) <input type="checkbox"/> Use preview questions before instruction or a teacher-directed activity <input type="checkbox"/> Use K-W-L strategy, anticipation guide, student brainstorming, preview questions or a variation <input type="checkbox"/> Provide advanced organizer (e.g. outline, graphic organizer) <input type="checkbox"/> Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives) <input type="checkbox"/> Use digital resources and/or other media to help students make linkages to new content <input type="checkbox"/> Facilitate identification of previously seen mathematical patterns or structures <input type="checkbox"/> Use aligned resources to facilitate students making a link from what they know to the new content |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students can make a link from prior learning to the new content <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students can make a link from prior learning to the new content <input type="checkbox"/> Use Response Methods to monitor that students can make a link from prior learning to the new content <input type="checkbox"/> Use Questioning Sequences to monitor that students can make a link from prior learning to the new content |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify basic relationship between prior content and new content <input type="checkbox"/> Explain linkages with prior knowledge in individual or group work <input type="checkbox"/> Make predictions about new content <input type="checkbox"/> Summarize the purpose for new content <input type="checkbox"/> Explain how prior standards or learning targets link to the new content <input type="checkbox"/> Explain linkages between mathematical patterns and structure from previous grades/lessons and current content |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify the task <input type="checkbox"/> Provide additional resources |

Marzano Focused Teacher Evaluation Model
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Evaluation Center

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. |

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Optional Evidence

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Break content into appropriate chunks <input type="checkbox"/> Employ formal group processing strategies <ul style="list-style-type: none"> • Jigsaw • Reciprocal teaching • Concept attainment <input type="checkbox"/> Use informal strategies to engage group members in active processing <ul style="list-style-type: none"> • Predictions • Associations • Paraphrasing • Verbal summarizing <input type="checkbox"/> Facilitate group members in summarizing and/or generating conclusions <input type="checkbox"/> Facilitate recording and representing new knowledge <input type="checkbox"/> Facilitate quantitative and qualitative reasoning of key mathematical concepts <input type="checkbox"/> Stop at strategic points to appropriately chunk content based on student evidence and feedback |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Response Methods to monitor that students can summarize and generate conclusions about the content <input type="checkbox"/> Use Questioning Sequences to monitor that students can summarize and generate conclusions about the content |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss, answer questions, and/or generate conclusions about the new content in groups <input type="checkbox"/> Summarize or paraphrase the just learned content <input type="checkbox"/> Record and represent new knowledge <input type="checkbox"/> Make predictions about what they expect to learn next <input type="checkbox"/> Summarize or draw conclusions from complex text and its academic language <input type="checkbox"/> Use repeated reasoning and abstract, quantitative, or qualitative reasoning |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task to appropriate chunk of content <input type="checkbox"/> Provide additional resources |

Marzano Focused Teacher Evaluation Model
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Evaluation Center

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. |

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Optional Evidence

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Ask students to provide evidence (i.e. prior knowledge, textual evidence) for their elaborations <input type="checkbox"/> Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught <input type="checkbox"/> Model the process of using evidence to support elaboration <input type="checkbox"/> Model processes and proficiencies to support mathematical elaboration |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students accurately elaborate on content <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students accurately elaborate on content <input type="checkbox"/> Use Response Methods to monitor that students accurately elaborate on content <input type="checkbox"/> Use Questioning Sequences to monitor that students accurately elaborate on content |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer detail and category questions about the content <input type="checkbox"/> Answer elaborative questions about the content and provide evidence to support elaborations <input type="checkbox"/> Identify basic relationships between ideas and how one idea relates to another <input type="checkbox"/> Discussions and student work demonstrate students can make well-supported elaborative inferences <input type="checkbox"/> Discussions are grounded in evidence from text, both literary and informational <input type="checkbox"/> Discussions and student work provide evidence of mathematical elaboration |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rephrase questions/scaffold questions <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources |

Marzano Focused Teacher Evaluation Model
(Florida Model)



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. |

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Optional Evidence

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|---|
| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin lesson with a brief review of previously taught content <input type="checkbox"/> Use a scaffolding process to systematically show the cumulative nature of the content <input type="checkbox"/> Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another <ul style="list-style-type: none"> • Brief summary • Problem that must be solved using previous information • Questions that require a review of content • Warm-up or bell-ringer activity <input type="checkbox"/> Ask students to demonstrate increased fluency and/or accuracy of previously taught processes |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students know the previously taught critical content <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students know the previously taught critical content <input type="checkbox"/> Use Response Methods to monitor that students know the previously taught critical content <input type="checkbox"/> Use Questioning Sequences to monitor that students know the previously taught critical content |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another <input type="checkbox"/> Summarize the cumulative nature of the content <input type="checkbox"/> Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities) <input type="checkbox"/> Explain previously taught concepts <input type="checkbox"/> Demonstrate increased fluency and/or accuracy of previously taught processes |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources |

Instructional Evaluation System

Marzano Focused Teacher Evaluation Model
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MARZANO
Evaluation Center

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. |

Marzano Focused Teacher Evaluation Model
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Optional Evidence

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and model how to execute the skill, strategy, or process <input type="checkbox"/> Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process <ul style="list-style-type: none"> • Guided practice if students cannot perform the skill, strategy, or process independently • Independent practice if students can perform the skill, strategy, or process independently <input type="checkbox"/> Employ “worked examples” or exemplars <input type="checkbox"/> Provide opportunity for practice immediately prior to assessing skills, strategies, and processes <input type="checkbox"/> Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context <input type="checkbox"/> Provide opportunity for purposeful homework that focuses on practice of a skill, strategy, or process |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students develop automaticity with skills, strategies, or processes <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes <input type="checkbox"/> Use Response Methods to monitor that students develop automaticity with skills, strategies, or processes <input type="checkbox"/> Use Questioning Sequences to monitor that students develop automaticity with skills, strategies, or processes |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Execute or perform the skill, strategy, or process with increased confidence and competence <input type="checkbox"/> Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing <input type="checkbox"/> Explanation of mental models reveals understanding of the strategy or process <input type="checkbox"/> Use problem-solving strategies based on their purpose and unique characteristics <input type="checkbox"/> Demonstrate deepening of knowledge and/or increasing accuracy through group interactions <input type="checkbox"/> Explain how the use of a problem-solving strategy increased fluency and/or accuracy |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources |

Marzano Focused Teacher Evaluation Model
(Florida Model)



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

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use comparison, classifying, analogy, and/or metaphor activities to examine similarities and differences <input type="checkbox"/> Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences <input type="checkbox"/> Ask students to summarize what they have learned from the activity <input type="checkbox"/> Ask students to linguistically and nonlinguistically represent similarities and differences <input type="checkbox"/> Ask students to make conclusions after the examination of similarities and differences <input type="checkbox"/> Ask students to look for and make use of mathematical structure to recognize similarities and differences <input type="checkbox"/> Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that student knowledge of content is deepened by examining similarities and differences <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences <input type="checkbox"/> Use Response Methods to monitor that student knowledge of content is deepened by examining similarities and differences <input type="checkbox"/> Use Questioning Sequences to monitor that student knowledge of content is deepened by examining similarities and differences |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Response to questions indicate examining similarities and differences has deepened understanding of content <input type="checkbox"/> Make conclusions after examining evidence about similarities and differences <input type="checkbox"/> Present evidence to support their explanation of similarities and differences <input type="checkbox"/> Artifacts/student work indicate students have used digital and traditional resources to provide evidence of similarities and differences |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources |

Instructional Evaluation System

Marzano Focused Teacher Evaluation Model
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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. |

Optional Evidence

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze errors to identify more efficient ways to execute processes or procedures <input type="checkbox"/> Model the process of making and supporting a claim <input type="checkbox"/> Model constructing viable arguments and critiquing the mathematical reasoning of others <input type="checkbox"/> Ask students to examine logic of a response (e.g. group talk, peer revisions, debated, inferences) <input type="checkbox"/> 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 <input type="checkbox"/> Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning <ul style="list-style-type: none"> • Statement of a clear claim • Evidence for the claim presented • Qualifiers presented showing exceptions to the claim <input type="checkbox"/> Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim <input type="checkbox"/> 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 <input type="checkbox"/> Use Questioning Sequences to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures) <input type="checkbox"/> Articulate support for a claim and/or errors in reasoning within group interactions <input type="checkbox"/> Summarize new insights resulting from analysis <input type="checkbox"/> Artifacts/student work indicate students can identify errors in reasoning or make and support a claim <input type="checkbox"/> Artifacts/student work indicate students have used textual evidence to support their claim <input type="checkbox"/> Mathematical arguments and critiques of reasoning are viable and valid <input type="checkbox"/> Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources |

Marzano Focused Teacher Evaluation Model
(Florida Model)

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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

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content <input type="checkbox"/> Guide students to identify alternative ways to execute procedures <input type="checkbox"/> Guide students to use repeated reasoning and make generalizations about patterns seen in the content <input type="checkbox"/> Utilize reflection activities to cultivate a growth mindset <input type="checkbox"/> Prompt students to summarize and defend how their understanding has changed based on new learning <input type="checkbox"/> 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 <input type="checkbox"/> Guide students in a reflection process |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> Use Response Methods to monitor that students deepen understanding by revising their knowledge <input type="checkbox"/> Use Questioning Sequences to monitor that students deepen understanding by revising their knowledge |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain what they are clear about and what they are confused about <input type="checkbox"/> Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers) <input type="checkbox"/> Groups make corrections and/or additions to information previously recorded about content <input type="checkbox"/> Explain previous errors or misconceptions about content <input type="checkbox"/> Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content <input type="checkbox"/> Reflections show clarification in thinking or processing |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> Provide additional resources |

Marzano Focused Teacher Evaluation Model
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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

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on the prior content and learning, model, coach, and support the process of generating and testing a proposition, proposed theory, or hypothesis <input type="checkbox"/> Ask students to design how they will test and analyze the strength of support for their proposition, theory, or hypothesis <input type="checkbox"/> Provide prompt(s) for students to experiment with their own thinking <input type="checkbox"/> Observe, coach, and support productive student struggle and perseverance <input type="checkbox"/> Coach students as they engage with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to <ul style="list-style-type: none"> • Generate conclusions • Identify common logical errors • Present and support propositions, theories, or hypotheses • Navigate digital and traditional resources |
| <p>Example Teacher Techniques for Monitoring for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students prove or disprove the proposition, theory or hypothesis <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis <input type="checkbox"/> Use Questioning Sequences to monitor that students prove or disprove the proposition, theory, or hypothesis |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the proposition, theory, or hypothesis they are testing <input type="checkbox"/> Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation <input type="checkbox"/> Justify the process used to support the proposition, theory, or hypothesis <input type="checkbox"/> Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can <ul style="list-style-type: none"> • 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 |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize different coaching/facilitation techniques <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify task <input type="checkbox"/> 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. |

Marzano Focused Teacher Evaluation Model
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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

Instructional Evaluation System

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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. |

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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

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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. |

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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

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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. |

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Optional Evidence

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| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve students in designing classroom routines and procedures to develop a student-centered classroom <input type="checkbox"/> Use classroom meetings to review and process rules and procedures to ensure adherence <input type="checkbox"/> Remind students of rules and procedures <input type="checkbox"/> Ask students to restate or explain rules and procedures <input type="checkbox"/> Provide cues or signals when a rule or procedure should be used <input type="checkbox"/> Recognize potential sources of disruption and deal with them immediately <input type="checkbox"/> Consistently exhibit “withitness” behaviors <input type="checkbox"/> Recognize and/or acknowledge students or groups who follow rules and procedures <input type="checkbox"/> Organize physical layout of the classroom to facilitate work in groups and easy access to materials |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow clear routines during class <input type="checkbox"/> Explain and/or model classroom rules and procedures <input type="checkbox"/> Respond appropriately to teacher direction and/or guidance regarding rules and procedures <input type="checkbox"/> Recognize and comply with cues and signals by the teacher <input type="checkbox"/> Self-regulate behavior while working individually and in groups <input type="checkbox"/> Describe the classroom as an orderly and safe environment <input type="checkbox"/> Describe the teacher as fair and responsive to individual students <input type="checkbox"/> Move purposefully about the classroom and efficiently access materials |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify rules and procedures <input type="checkbox"/> Seek additional student input <input type="checkbox"/> Reorganize physical layout of the classroom |

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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. |

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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

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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. |

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Optional Evidence

| |
|--|
| <p>Example Teacher Instructional Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage students to share their thinking, input, and perspectives <input type="checkbox"/> Relate content-specific knowledge to students' lives <input type="checkbox"/> Use students' interests to highlight or reinforce interpersonal skills (e.g. cultivating a growth mindset) <input type="checkbox"/> Compliment students regarding academic and personal accomplishments <input type="checkbox"/> Engage in conversations with students about events in their lives outside of school <input type="checkbox"/> When appropriate, use humor and/or playful dialogue with students <input type="checkbox"/> Permit opportunities for students to demonstrate perseverance <input type="checkbox"/> Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact) <input type="checkbox"/> Remain calm and objective in response to inflammatory situations or student misconduct |
| <p>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.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to a positive classroom community through interactions with peers <input type="checkbox"/> Demonstrate willingness to engage in discussion and answering questions in class <input type="checkbox"/> Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher <input type="checkbox"/> Respond positively to verbal and/or nonverbal interactions with the teacher <input type="checkbox"/> Readily share their perspectives and thinking with the teacher <input type="checkbox"/> Describe their teacher as respectful and responsive to the specific needs of each student |
| <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek additional input from students <input type="checkbox"/> Seek additional resources for self and students <input type="checkbox"/> Utilize peer resources |

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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. |

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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 <ul style="list-style-type: none"> <input type="checkbox"/> Perform assigned duties <input type="checkbox"/> Fulfill responsibilities in a timely manner <input type="checkbox"/> Follow policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment) <input type="checkbox"/> Maintain accurate records (e.g. student progress, attendance, parent conferences) <input type="checkbox"/> Understand legal issues related to colleagues, students, and families (e.g. special needs, equal rights) <input type="checkbox"/> Maintain confidentiality of colleagues, students, and families <input type="checkbox"/> Demonstrate personal integrity and ethics <input type="checkbox"/> Use social media appropriately |
|---|

Marzano Focused Teacher Evaluation Model
(Florida Model)



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 <ul style="list-style-type: none"> <input type="checkbox"/> Participate in professional development opportunities <input type="checkbox"/> Demonstrate content expertise and knowledge in the classroom <input type="checkbox"/> Consistently implement instructional elements at or above the teacher's demonstrated competency level <input type="checkbox"/> Engage with mentors from subject area experts or highly effective teachers <input type="checkbox"/> Actively seek help and input from appropriate school personnel to address issues that impact instruction <input type="checkbox"/> Demonstrate a growth mindset and/or seeks feedback <input type="checkbox"/> Implement a deliberate practice or professional growth plan <input type="checkbox"/> Identify new ways to improve student achievement <input type="checkbox"/> Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units <input type="checkbox"/> Explains the differential effects of specific classroom strategies on closing the achievement gap <input type="checkbox"/> Reflect on how teacher observational data is correlated to student achievement data <input type="checkbox"/> Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning <input type="checkbox"/> Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning |
|---|

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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 <ul style="list-style-type: none"> <input type="checkbox"/> Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways <input type="checkbox"/> Actively participate in Professional Learning Community meetings <input type="checkbox"/> Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors <input type="checkbox"/> Work cooperatively with appropriate school personnel to address issues that impact student learning <input type="checkbox"/> Promote positive conversations and interactions with teachers and colleagues <input type="checkbox"/> Foster collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust <input type="checkbox"/> Encourage parent involvement in classroom and school activities <input type="checkbox"/> Use multiple means and modalities to communicate with families <input type="checkbox"/> Serve as a student advocate in the classroom, school, and community <input type="checkbox"/> Participate in school and community activities as appropriate to support students and families <input type="checkbox"/> Serves on school and district-level committees <input type="checkbox"/> Works to achieve school and district improvement goals |
|--|

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Marzano Focused Non-Classroom Instructional Evaluation Model (Florida Model), updated May 20, 2024

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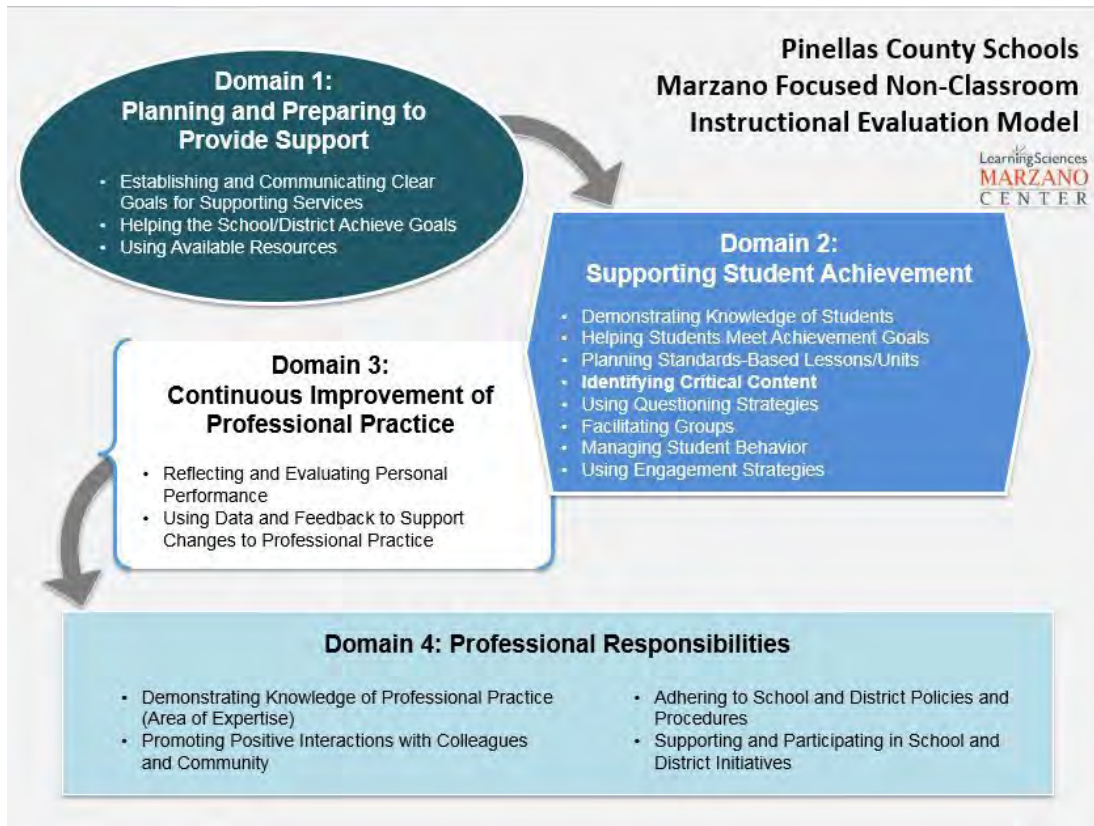
**Marzano Focused Non-Classroom
Instructional Support Personnel
Evaluation Model
Florida Model**

**Success Map and Protocols
with FEAPs Indicators**

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

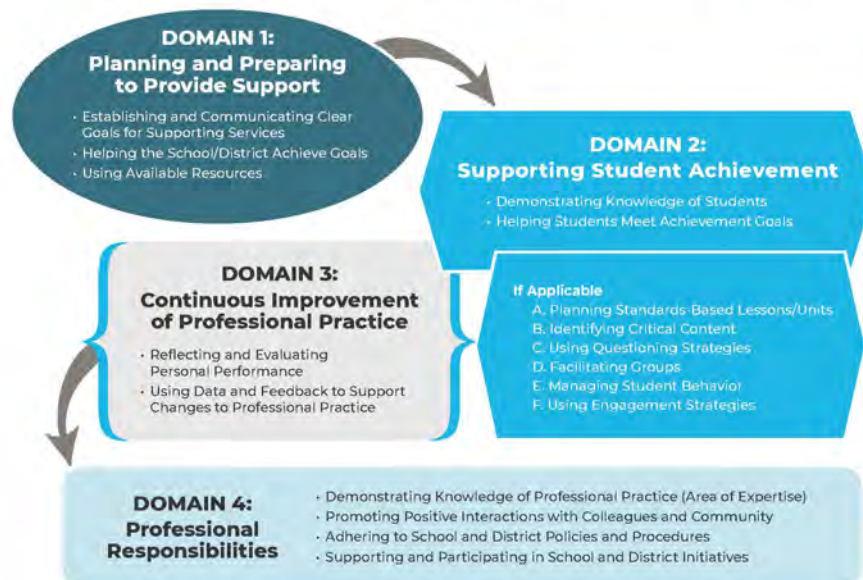
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Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

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**Marzano Focused Non-Classroom
Instructional Support Personnel Evaluation Model**
Florida 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.

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

| | NU | B | D | A | I |
|--|----|---|---|---|---|
| Establishing and Communicating Clear Goals for Supporting Services | | | | | |
| Helping the School/District Achieve Goals | | | | | |
| Using Available Resources | | | | | |

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

| | NU | B | D | A | I |
|---|--|---|---|---|---|
| Demonstrating Knowledge of Students | | | | | |
| Helping Students Meet Achievement Goals | | | | | |
| If applicable | Planning Standards-Based Lessons/Units | | | | |
| | Identifying Critical Content | | | | |
| | Using Questioning Strategies | | | | |
| | Facilitating Groups | | | | |
| | Managing Student Behavior | | | | |
| | Using Engagement Strategies | | | | |

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

| | NU | B | D | A | I |
|---|----|---|---|---|---|
| Reflecting and Evaluating Personal Performance | | | | | |
| Using Data and Feedback to Support Changes to Professional Practice | | | | | |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| | NU | B | D | A | I |
|--|----|---|---|---|---|
| Demonstrating Knowledge of Professional Practice (Area of Expertise) | | | | | |
| Promoting Positive Interactions with Colleagues and Community | | | | | |
| Adhering to School and District Policies and Procedures | | | | | |
| Supporting and Participating in School and District Initiatives | | | | | |

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Domain 1: Planning and Preparing to Provide Support

Element: 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.

| 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) | | | |
| 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 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 and 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. |

Optional Evidence

Example Instructional Support Member Evidence

- ☐ 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
- ☐ 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) to track progress towards implementation of goals and services

Example Implementation Evidence

- ☐ 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 their actions and/or activities relate to the goals
- ☐ Artifacts support clear communication of goals

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.

Element: Helping the School/District Achieve Goals

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

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

| 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 |
| | No additional required indicators | |

| 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 expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals. | Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals and 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. |

Optional Evidence

| |
|--|
| Example Instructional Support Member Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of school/district goals <input type="checkbox"/> Goals to provide services align with and support the school/district goals <input type="checkbox"/> Activities confirm support of school/district goals consistent with professional area of responsibility (e.g. participating in committees, working with student groups, advising) <input type="checkbox"/> Maintains accurate records of support provided that help the school/district achieve goals <input type="checkbox"/> Provides accurate and relevant input to support the school/district |
| Example Implementation Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts reveal the instructional support member helped individual or groups of students achieve goals <input type="checkbox"/> Artifacts reveal the instructional support member achieved goals to provide supporting services <input type="checkbox"/> Artifacts confirm the instructional support member helped the school/district achieve goals <input type="checkbox"/> Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with the 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.

Element: 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.

| 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) | | | |
| | 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) |
|--|--|--|---|--|
| Strategy was called for but not exhibited. | Strategy was used 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 and 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. |

Optional Evidence

Example Instructional Support Member Evidence

- ☐ 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
- ☐ Implements appropriate communication and instructional technologies
- ☐ Data are used as a resource when planning support
- ☐ Resources are used appropriately to support the school/district

Example Implementation Evidence

- ☐ 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.

Domain 2: Supporting Student Achievement

Element: Demonstrating Knowledge of Students

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

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

| 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. | Demonstrates knowledge of the specific needs of students in the school/district. | Demonstrates knowledge of the specific needs of students in the school/district and monitors if services appropriately support the specific needs of students in the school/district. | Provides evidence of helping others by sharing how they provided services to appropriately support the specific needs of students in the school/district. |

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Identifies students with specific needs
- ☐ Uses data from formative assessments to plan to meet student needs
- ☐ Advocates for students who need accommodations and/or modifications to the curriculum
- ☐ Seeks appropriate services to help students with specific needs
- ☐ Identifies families to assist with learning how to plan and advocate for their student
- ☐ Collaborates with other school personnel to help students with specific needs meet achievement goals
- ☐ Behaviors indicate value and respect for students with specific needs, interests, and/or backgrounds
- ☐ Extinguishes negative comments about students with specific needs, interests, and/or backgrounds
- ☐ Demonstrates knowledge of human growth and development
- ☐ Recognizes and addresses student needs and interests during interactions

Example Implementation Evidence

- ☐ Provides appropriate services to help students with specific 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 specific needs
- ☐ Artifacts support identification of students who need special assistance
- ☐ Explains how accommodations and/or modifications help address the specific needs of students
- ☐ Artifacts demonstrate support of individual students to meet achievement goals
- ☐ Artifacts reveal that students receive appropriate modifications or accommodations based on formative data
- ☐ Students identify the instructional support member as one who advocates for them
- ☐ Artifacts demonstrate students act as self-advocates
- ☐ Explains how knowledge of the specific 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.

Element: 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.

| 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) | |
| | Conveys high expectations to all students (A2c) | |
| | 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) | |
| | 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) | |
| | Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i) | |
| | 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) | |
| | Shares the importance and outcomes of student assessment data with the student and student's parents/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. | 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. |

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Identifies students who need help meeting achievement goals, using data
- ☐ 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
- ☐ Implements adaptations and modifications based on formative assessment data
- ☐ Provides instruction to students based on recognition of individual differences
- ☐ Assists families in learning to identify 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
- ☐ Communicates with families about how to help their students remove barriers

Example Implementation Evidence

- ☐ 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

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.

Element: Planning Standards-Based Lessons/Units
(If Applicable)

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 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) | |
| | Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f) | |
| | 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) | |

| 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. | 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
- ☐ Plans build 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 mastery and application of information in authentic ways
- ☐ 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 are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work 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 needs of all students have been addressed in the lesson/unit
- ☐ 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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Element: Identifying Critical Content
(If Applicable)

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.

| 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. | Identifies critical content in a lesson or activity to which participants should pay particular attention. | 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 by more than 90% of the student evidence. |

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Begins the lesson or activity by explaining why upcoming content is important
- ☐ Accurately identifies critical content
- ☐ Directions and instruction are communicated in clear language
- ☐ 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.)

- ☐ 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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Element: Using Questioning Strategies
(If Applicable)

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.

| 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 | |
| | Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b) | | | |
| | 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. | 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 by more than 90% of the students. |

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations)
- ☐ Asks students to provide evidence (e.g. prior knowledge, textual evidence) for their elaborations
- ☐ Questions require students to apply knowledge and new learning
- ☐ 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.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations and provide evidence to support
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate(s) 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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Element: Facilitating Groups
(If Applicable)

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.

| 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 | |
| | No additional required indicators | | | |

| 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 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. |

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ 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
- ☐ Utilizes assignments or tasks at the appropriate taxonomy level of content
- ☐ Provides guidance on one or more interpersonal 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.)

- ☐ 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 manage controversy and conflict resolution
- ☐ 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

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Element: **Managing Student Behavior**
(If Applicable)

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.

| 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) | |
| | 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. | 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. |

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Involves students in designing classroom routines and procedures to develop a student-centered 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 use
- ☐ Physically occupies all quadrants of the room
- ☐ Recognizes potential sources of disruption and deal with them immediately
- ☐ Demonstrates openness, respect, and fairness
- ☐ 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.)

- ☐ Follow and explain clear routines during class
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Interact responsibly with teacher and other students
- ☐ Demonstrate resiliency
- ☐ 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 their head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

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Element: Using Engagement Strategies
(If Applicable)

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.

| 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 Instructional Support Member/Teacher Instructional Techniques

- ☐ Takes action or uses specific strategies to re-engage students
- ☐ Uses academic games
- ☐ Manages response rates
- ☐ Uses physical movement
- ☐ Maintains a lively pace to manage resources of time and attention
- ☐ Uses crisp transitions from one activity to another
- ☐ Demonstrates intensity and enthusiasm for the content
- ☐ Uses friendly controversy
- ☐ Uses technology to increase student engagement
- ☐ 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.)

- ☐ 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(s) students are engaged in the critical content

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Domain 3: Continuous Improvement of Professional Practice

Element: 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.

| 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 |
| | No additional required indicators | | | |
| 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. | 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. |

Optional Evidence

| Example Instructional Support Member Evidence |
|--|
| <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"/> 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"/> Explains the differential effects of specific strategies and behaviors that yield results <input type="checkbox"/> Exhibits characteristics of a growth mindset |

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Element: 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.

| 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 |
| | Examines and uses data-informed research to improve instruction and student achievement (B1b) | | | |
| 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 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 and demonstrates professional growth. | Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth. |

Optional Evidence

| Example Instructional Support Member Evidence |
|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources <input type="checkbox"/> Identifies research validated instructional strategies as growth goals <input type="checkbox"/> Identifies the data and feedback used to develop a professional growth plan <input type="checkbox"/> Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources <input type="checkbox"/> 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) <input type="checkbox"/> Describes progress toward meeting the goals outlined in the plan as supported by evidence <input type="checkbox"/> Charts progress toward professional growth plan goals and supports with evidence <input type="checkbox"/> Seeks mentorship from experts in area of professional responsibility <input type="checkbox"/> Seeks innovative ways to improve professional practice |

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Domain 4: Professional Responsibilities

Element: Demonstrating Knowledge of Professional Practice (Area of Expertise)

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to their area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

| 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 |
| | 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) |
|--|--|---|---|---|
| Strategy was called for but not exhibited. | Strategy was used incorrectly or with parts missing. | Demonstrates knowledge of professional practice related to their area of expertise. | Demonstrates knowledge of professional practice related to their area of expertise and 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. |

Optional Evidence

| Example Instructional Support Member Evidence |
|--|
| <ul style="list-style-type: none"> <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) |

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Element: 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.

| 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) |
|--|--|--|---|--|
| Strategy was called for but not exhibited. | Strategy was used 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 and result in support for learning. | Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning. |

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Works cooperatively with appropriate colleagues to address issues that impact the school
- ☐ Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Describes situations in which he/she interacts positively with colleagues to promote and support learning
- ☐ Describes situations in which he/she helped extinguish negative conversations about other colleagues
- ☐ Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to family backgrounds
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Responds to requests for support, and/or assistance promptly
- ☐ Respects and maintains confidentiality of student/family information
- ☐ Describes instances when he/she interacted positively with students, parents, and/or the community
- ☐ Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community
- ☐ Participates as an active member of a Professional Learning Community

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Element: 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.

| 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) |
|--|--|--|--|---|
| Strategy was called for but not exhibited. | Strategy was used 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 and 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. |

Optional Evidence

| Example Instructional Support Member Evidence |
|--|
| <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"/> Complies with state and local requirements regarding parental notification and decision-making <input type="checkbox"/> Demonstrates personal integrity <input type="checkbox"/> Ensures privacy and confidentiality <input type="checkbox"/> Protects the rights of students and parents <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 |

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Element: 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.

| 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 |
| | 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) |
|--|--|--|---|--|
| Strategy was called for but not exhibited. | Strategy was used 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 and 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. |

Optional Evidence

| |
|---|
| <p>Example Instructional Support Member Evidence</p> <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"/> Intentionally builds positive systems of communication with parents and school community <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.

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Plan for Student Performance Data Use: 2024-2025

High School:

| Job Description | Student |
|---|---|
| HS FAST subjects (9, 10 ELA, Reading) | FAST State assessment |
| HS FSA grade level, non-FAST subjects | FAST ELA Scores District Common Exams |
| Algebra | Algebra EOC |
| Biology | Biology EOC |
| Geometry | Geometry EOC |
| US History (11th grade) | US History EOC |
| Non-FAST grade level and Non-State EOC courses | -FSA/FAST retakes -SAT/ACT -District Common Exams |
| AP Teachers | AP Exams |
| IB Teachers | IB Exams |
| AICE Teachers | AICE Exams |

Middle School

| Job Description | Student |
|--|--|
| Middle School FAST Subjects | FAST State assessment |
| Middle School non-FAST Subjects | FAST ELA Scores District Common Exams |
| Middle School Algebra, Civics, Geometry (EOC) | State EOCs |

Elementary:

| Job Description | Student |
|--------------------------------------|-----------------------------|
| PreK | FAST STAR State assessments |
| Kindergarten | FAST STAR State assessments |
| First Grade | FAST STAR State assessments |
| Second Grade | FAST STAR State assessments |
| Third Grade | FAST State assessments |
| Fourth Grade | FAST State assessments |
| Fifth Grade | FAST State assessments |
| Elementary Art, Music, PE | FAST State assessments |
| Elementary Library Media Tech | FAST State assessments |

Student Services:

| Job Description | Student |
|---|--|
| Guidance: Elementary | FAST ELA Schoolwide |
| Guidance: Middle | FAST ELA Schoolwide |
| Guidance: High | 9 th -11 th grade: Grade level FAST ELA 12 th grade: Cohort on-track |
| Educational Diagnosticians (Student Services only) | FAST ELA Scores based on percentage of time at schools served |
| Psychologists | FAST ELA Scores based on percentage of time at schools served |
| Social Workers | FAST ELA Scores based on percentage of time at schools served |
| Student Service staff not assigned to any school | FAST ELA Scores based on percentage of time at schools served |

Instructional Evaluation System

| Job Description | Student |
|--|--|
| Self-Contained: Access Standards (preK-12) | - PreK: ABELLS - 3-12: FSAA |
| Self-Contained: Standard Diploma (preK-12) | Same as general education teachers |
| Varying Exceptionalities (VE): Co-Teach (All students in class assigned) | Same as general education teachers |
| Varying Exceptionalities (VE): Support Facilitation (ESE students assigned) | Same as general education teachers |
| Teacher on Special Assignment (TSA): MS | Schoolwide FSAA ESE Proficiency score |
| Teacher on Special Assignment (TSA): HS | Schoolwide FSAA ESE Proficiency score |
| Behavior Specialist (65% ESE/35% GenEd) | Schoolwide FSAA ESE Proficiency score (65%) Schoolwide Student Performance Score (35%) |
| Speech Language Pathologist (SLP) | FSAA Individual FAST Student Performance Score Combination: FSAA & Individual FAST Student Performance Score |
| Educational Diagnostician (CED, AED) | FAST districtwide Student Performance Score |
| Occupational Therapist/ Physical Therapist (OT/PT) | FSAA Individual FAST Student Performance Score Combination: FSAA & Individual FAST Student Performance Score |
| Vision, Deaf/Hard of Hearing | General Ed: FAST Access: FSAA |

Instructional Evaluation System

National, State, Local Assessment, EOC, and Exam Scores – Comparison Model For Non-VAM Courses

Uses National, State, Local assessment, EOC and exam performance and comparison to the district averages to assign a student performance score. Class average scores of the most recent FAST administration or a pretest is used to determine the appropriate starting column for each teacher. The list of assessments used in these calculations are included in Appendix D – Student Performance Measures table.

| <u>Final Assessment and Exam Results</u> – Performance Compared to the District Average | Class Average Score of <u>Most Recent</u> FAST <u>Administration or</u> <u>Pretest</u> | | |
|--|--|---------|------|
| | Low | Average | High |
| Performance for Current Year Highest (90th Percentile) | HE | HE | HE |
| Performance for Current Year Higher (75th Percentile) | HE | E | E |
| Performance for Current Year Average (50th Percentile) | E | E | E |
| Performance for Current Year Lower (35th Percentile) | E | E | NI |
| Performance for Current Year Lowest (10th Percentile) | E | NI | U |

| Student Growth 4-pt Scale | Highly Effective | Effective | Needs Imp. | Unsatisfactory |
|----------------------------------|-------------------------|------------------|-------------------|-----------------------|
| | 3.5-4 | 2.5-3.49 | 1.5-2.49 | 1-1.49 |

Instructional Evaluation System

Grade 2 Reading FAST Tests – Comparison Model 2024-2025

Uses FAST performance and comparison to the district averages to assign a student performance score.

| FAST Spring 2024 Results – Performance Compared to the District Average Scale Score | Class Average Score of FAST Fall 2023 PM1 Administration (Scale Score) | | |
|--|---|---------|---------|
| | Low | Average | High |
| Performance for Current Year Highest | HE 4 | HE 3.75 | HE 3.5 |
| Performance for Current Year Higher | HE 3.5 | E 3.25 | E 3 |
| Performance for Current Year Average | E 3.25 | E 3 | E 2.75 |
| Performance for Current Year Lower | E 3 | E 2.75 | NI 2.25 |
| Performance for Current Year Lowest | E 2.75 | NI 1.5 | U 1.25 |

Student Growth 4-pt Scale

| Highly Effective | Effective | Needs Imp. | Unsatisfactory |
|------------------|-----------|------------|----------------|
| 3.5-4 | 2.5-3.49 | 1.5-2.49 | 1-1.49 |

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

The final evaluation document is presented digitally using the iObservation platform. A sample of the final evaluation is pictured below and on the following pages:

Final Evaluation for Practice Teacher

Finished Needs Attention
Print

| | | | | |
|---|--|--|--|--|
| Learner: Practice Teacher | Evaluator: WILLIAM ALIGOOD | Evaluation Category: Tenured | Observation Period: Aug 16, 2021 to Jun 30, 2022 America/New_York | Date Submitted: Oct 15, 2021 |
| Learner UUID: pteacher@pcsb.org | Buildings: Anona Elementary School | | | |

Final Score: 3.18 - Effective

Instructional Practice
Weight: 56.7%
3.36
Effective

Student Growth
Weight: 33.3%
3.0
Effective

Deliberate Practice
Weight: 10.0%
2.8
Effective

Observations used in this Evaluation

| Manually Added | Obs. Type | Type | Finished | Form | Observer | |
|----------------|-----------|--------|--------------------------|--|-----------------|----------------------|
| No | Standard | Formal | Sep 2, 2021 12:20:29 PM | Marzano Focused Teacher Evaluation Model | WILLIAM ALIGOOD | View |
| No | Standard | Formal | Oct 15, 2021 12:31:17 PM | Marzano Focused Teacher Evaluation Model | WILLIAM ALIGOOD | View |

| Frequency Requirements | |
|--|------------------------------|
| Marzano Focused Teacher Evaluation Model | Formal, expected 2, actual 2 |

Final Score Scale

Range: 0.0 - 4.0

| Label | Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|---------|----------------|------------------------------|-------------|------------------|
| Details | 0.0 - 1.44 | 1.45 - 2.44 | 2.45 - 3.44 | 3.45 - 4.0 |

Instructional Practice: 3.36 - Effective

Instructional Practice Scale

Weight: 56.7% | Range: 0.0 - 4.0

| Label | Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|---------|----------------|------------------------------|-------------|------------------|
| Details | 0.0 - 1.44 | 1.45 - 2.44 | 2.45 - 3.44 | 3.45 - 4.0 |

Instructional Evaluation System

Standards-Based Planning

Score: 3.33 - Effective

Weight: 14.0%

| Look-for | Last Observations | Evaluation Score |
|--|-------------------|------------------|
| Planning Standards-Based Lessons/Units ▼ | Ap Dv | Applying 3 |
| Aligning Resources to Standard(s) ▼ | Ap Ap | Applying 3 |
| Planning to Close the Achievement Gap Using Data ▼ | Ap In | Innovating 4 |
| Standards-Based Planning Score: 3.33 | | |

Standards-Based Instruction

Score: 3.57 - Highly Effective

Weight: 34.0%

| Look-for | Last Observations | Evaluation Score |
|--|-------------------|------------------|
| Identifying Critical Content from the Standards ▼ | Ap Ap | Applying 3 |
| Previewing New Content ▼ | Ap Ap | Applying 3 |
| Helping Students Process New Content ▼ | In In | Innovating 4 |
| Using Questions to Help Students Elaborate on Content ▼ | In | Innovating 4 |
| Reviewing Content ▼ | Ap Dv | Applying 3 |
| Helping Students Practice Skills, Strategies, and Processes <i>Dropped</i> ▼ | Ap Ap | - |
| Helping Students Examine Similarities and Differences ▼ | In Ap | Innovating 4 |
| Helping Students Examine Their Reasoning <i>Dropped</i> ▼ | Ap Ap | - |
| Helping Students Revise Knowledge <i>Dropped</i> ▼ | Dv Ap | - |
| Helping Students Engage in Cognitively Complex Tasks ▼ | In Ap | Innovating 4 |
| Standards-Based Instruction Score: 3.57 | | |

Instructional Evaluation System

Conditions for Learning

Score: 3.0 - Effective

Weight: 34.0%

| Look-for | Last Observations | Evaluation Score |
|--|-------------------|------------------|
| Using Formative Assessment to Track Progress | Ap Dv | Applying 3 |
| Providing Feedback and Celebrating Progress | Dv Ap | Applying 3 |
| Organizing Students to Interact with Content | Dv Ap | Applying 3 |
| Establishing and Acknowledging Adherence to Rules and Procedures | Ap Dv | Applying 3 |
| Using Engagement Strategies | Ap Ap | Applying 3 |
| Establishing and Maintaining Effective Relationships in a Student-Centered Classroom | Ap Ap | Applying 3 |
| Communicating High Expectations for Each Student to Close the Achievement Gap | Ap Ap | Applying 3 |

Conditions for Learning Score: 3.0

Professional Responsibilities

Score: 3.67 - Highly Effective

Weight: 18.0%

| Look-for | Last Observations | Evaluation Score |
|---|-------------------|------------------|
| Adhering to School/District Policies and Procedures | Ap Ap | Applying 3 |
| Maintaining Expertise in Content and Pedagogy | In Dv | Innovating 4 |
| Promoting Teacher Leadership and Collaboration | In Ap | Innovating 4 |

Professional Responsibilities Score: 3.67

Student Growth: 3.0 - Effective

Student Growth Scale

Weight: 33.3% | Range: 0.0 - 4.0

| Label | Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|---------|----------------|------------------------------|-------------|------------------|
| Details | 0.0 - 1.44 | 1.45 - 2.44 | 2.45 - 3.44 | 3.45 - 4.0 |

Student Growth

Weight: 33.3%

3.0

Effective

Instructional Evaluation System

Deliberate Practice: 2.8 - Effective

Deliberate Practice Scale

Weight: 10.0% | Range: 0.0 - 10.0

| Label | Highly Effective | Effective | Developing/Needs Improvement | Unsatisfactory |
|---------|------------------|-----------|------------------------------|----------------|
| Details | 8.0 - 10.0 | 4.0 - 7.0 | 2.0 - 3.0 | 0.0 - 1.0 |
| Value | 4.0 | 2.8 | 1.2 | 0.0 |

Deliberate Practice

Weight: 10.0%

2.8

Effective

Approval and Notifications

Signatures Needs Attention

This evaluation was finished by **WILLIAM ALIGOOD** on **Oct 15, 2021 12:31:56 PM**.

☐ I, Practice Teacher, acknowledge these evaluation results.

Additional Acknowledgment

☐ I, Practice Teacher, acknowledge receiving the Student Growth rating **3.0 - Effective**.

WILLIAM ALIGOOD acknowledged the Student Growth rating on Oct 15, 2021 12:31:56 PM.

☐ I, Practice Teacher, acknowledge receiving the Final Score rating **3.18 - Effective**.

WILLIAM ALIGOOD acknowledged the Final Score rating on Oct 15, 2021 12:31:56 PM.

☐ I, Practice Teacher, acknowledge receiving the Instructional Practice rating **3.36 - Effective**.

WILLIAM ALIGOOD acknowledged the Instructional Practice rating on Oct 15, 2021 12:31:56 PM.

☐ I, Practice Teacher, acknowledge receiving the Deliberate Practice rating **2.8 - Effective**.

WILLIAM ALIGOOD acknowledged the Deliberate Practice rating on Oct 15, 2021 12:31:56 PM.

Practice Teacher's comments:

Save