St. Lucie
PUBLIC SCHOOLS

Framework for
Quality Teaching and Learning

Adapted from Marzano Focused Teacher Evaluation Model

Updated 12/1

LSi MARZANO CENTER

Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor

Adapted by St. Lucie County School District

Domain 1

STANDARDS-BASED PLANNING

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

Domain 2

STANDARDS-BASED INSTRUCTION

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

CONDITIONS FOR LEARNING

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

Domain 3

REFLECTING ON TEACHING

- Maintaining Expertise in Content and Pedagogy

Domain 4

PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
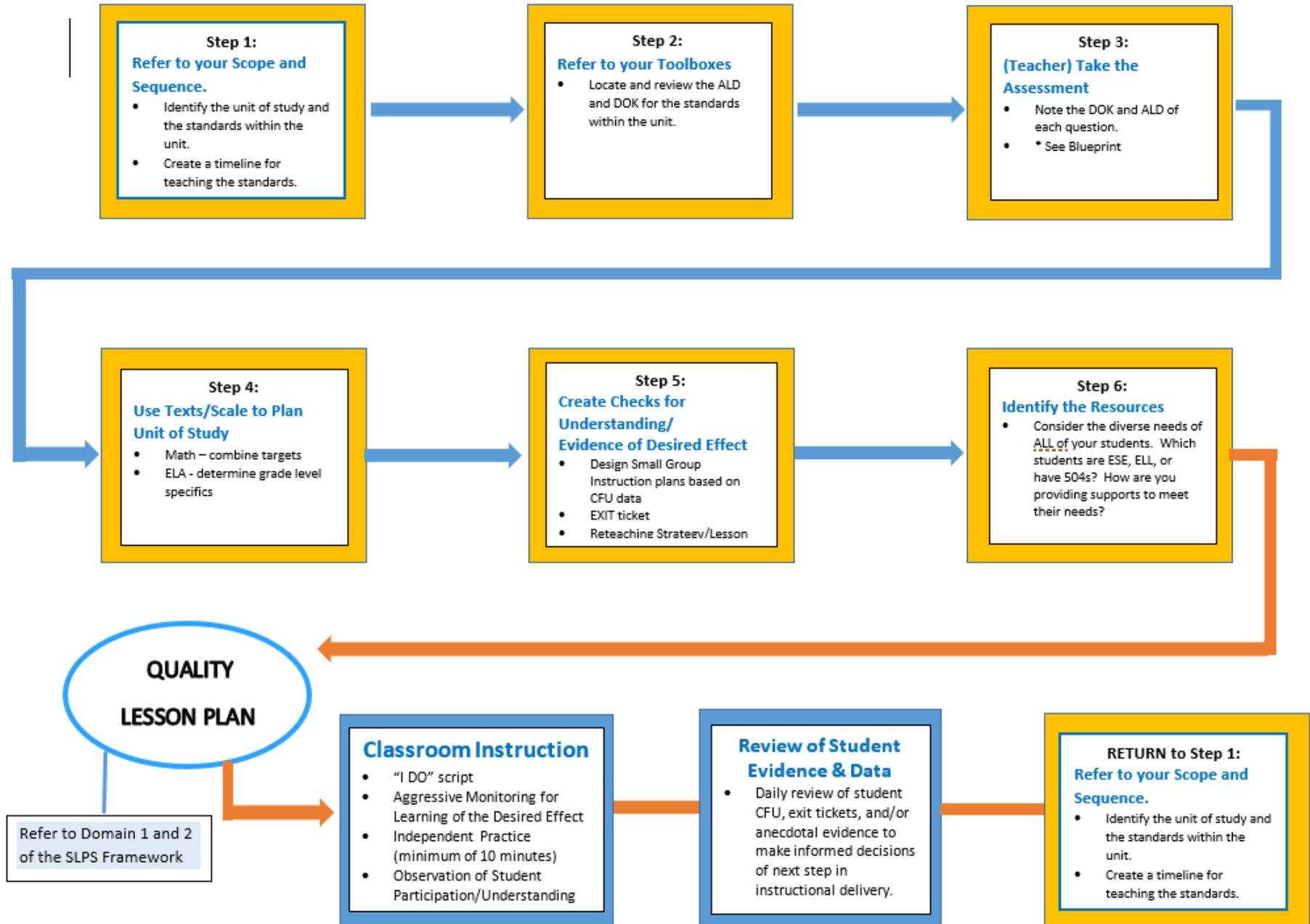- Promoting Teacher Leadership and Collaboration

LSi LEARNING SCIENCES INTERNATIONAL

STEPS TO PLANNING

Step 1:
Refer to your Scope and Sequence.
- Identify the unit of study and the standards within the unit.
- Create a timeline for teaching the standards.

Step 2:
Refer to your Toolboxes
- Locate and review the ALD and DOK for the standards within the unit.

Step 3:
(Teacher) Take the Assessment
- Note the DOK and ALD of each question.
- * See Blueprint

Step 4:
Use Texts/Scale to Plan Unit of Study
- Math – combine targets
- ELA - determine grade level specifics

Step 5:
Create Checks for Understanding/ Evidence of Desired Effect
- Design Small Group Instruction plans based on CFU data
- EXIT ticket
- Reteaching Strateev/Lesson

Step 6:
Identify the Resources
- Consider the diverse needs of ALL of your students. Which students are ESE, ELL, or have 504s? How are you providing supports to meet their needs?

QUALITY LESSON PLAN

Refer to Domain 1 and 2 of the SLPS Framework

Classroom Instruction
- "I DO" script
- Aggressive Monitoring for Learning of the Desired Effect
- Independent Practice (minimum of 10 minutes)
- Observation of Student Participation/Understanding

Review of Student Evidence & Data
- Daily review of student CFU, exit tickets, and/or anecdotal evidence to make informed decisions of next step in instructional delivery.

RETURN to Step 1:
Refer to your Scope and Sequence.
- Identify the unit of study and the standards within the unit.
- Create a timeline for teaching the standards.

Table of Content

St. Lucie Public Schools Position Paper on Innovating

The mission of St Lucie Public Schools is to ensure **ALL** students graduate from safe and caring schools, equipped with knowledge, skills and the desire to succeed.

Our population of over 40,000 students is rich in its diversity and we embrace all students of different ethnicities, socio-economic status, gender and exceptionalities. We value our diversity holding to the expectation that **ALL** students are expected to perform rigorous tasks at the highest levels. Because of this, the Innovating rating on our observation documents reflects the highest expectations of our district.

The district's Framework for Quality Teaching and Learning is a complete instructional model which includes four domains and 23 unique elements that include rubrics that are both qualitative and quantitative. Ratings for our developmental scale range from Not Using to Innovating. An Innovating rating is recorded when 100% or ALL students are cognitively engaged in high quality work and the desired effect of the strategy is evidenced with ALL students.

The expectation of our district is for ALL students to be successful which requires teachers to deliberately plan at high levels taking into consideration the various needs of ALL students. Not only do teachers need to deliberately plan for the delivery of quality instruction they must also plan for monitoring of the desired effect of an element to ensure ALL students have achieved the intended result of the instructional strategy. It is important to also understand that no matter how well planned a lesson we recognize getting ALL students to meet this high standard requires teachers to possess a wide repertoire of skills and strategies that can be fluently accessed during the lesson. When a teacher does not reach 100% of student engagement or 100% of the intended outcome of a strategy a teacher may adapt or create new strategies in order to meet the unique needs and situations of ALL their students. If this is observed in the classroom then a teacher would be rated as Innovating on the rubric for the unique element.

WEBB'S DEPTH OF KNOWLEDGE

English Language Arts

LEVEL I Recall & Reproduction	LEVEL 2 Skills & Concepts	LEVEL 3 Strategic Thinking	LEVEL 4 Extended Thinking
Requires only surface understanding of text often verbatim recall or slight paraphrasing. Use conventions of Standard English. **Examples:** - Support ideas by reference to specific details in text - Use dictionary to find meaning - Use punctuation marks correctly - Identify figurative language in passage - Identify correct spelling of meaning of words.	Requires both comprehension and subsequent processing of text. Involves ordering, classifying text as well as identifying patterns, relationships, and main points. Connect ideas using simple organizational structures. Requires some scrutiny of text. **Examples:** - Use contextual clues to identify unfamiliar words - Express a logical outcome - Construct or edit compound or complex sentences - Identify and summarize main points	Requires student to go beyond text. Requires students to explain, generalize and connect ideas. Involves drawing inferences, prediction, and elaboration. Requires students to support positions using prior knowledge and to manipulate themes across passages. Students develop compositions with multiple paragraphs. **Examples:** - Determine effect of author's purpose on text elements - Argue for similar or different themes from multiple sources - Critically analyze literature.	Requires extended higher order processing. Requires extended time to complete task, but time spent not on repetitive tasks. Involves taking information from multiple texts/passages and applying this information to a new task. May require generating hypothesis and performing complex analyses and connections among texts. **Examples:** - Analyze and synthesize information from multiple sources - Create compositions that synthesize, analyze and evaluate - Conduct a research project

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WEBB'S DEPTH OF KNOWLEDGE

Mathematics

Webb, N. (2010) Wisconsin Center for Education Products and Service

LEVEL 1 Recall & Reproduction	LEVEL 2 Skills & Concepts	LEVEL 3 Strategic Thinking	LEVEL 4 Extended Thinking
Requires students to recall or observe facts, definitions, or terms. Involves simple one-step procedures. Involves computing simple algorithms. (e.g. sum, quotient)	Requires students to make decision (e.g. operations, conversion, etc.) of how to approach a problem. Requires students to compare, classify, organize, estimate or order data. Typically involves two-step procedures. **Examples:** • Specify and explain relationships between facts, terms, properties or operations • Select procedures according to criteria and perform it.	Requires reasoning, planning, or use of evidence to solve problems or algorithms. May involve an activity with more than one possible answer. Requires conjecture or restructuring of problems. Requires students to make several connections and apply one approach among many to solve the problem. Involves drawing conclusions from observations, citing evidence and developing logical arguments for concepts. Uses concepts to solve non-routine problems.	Requires complex seasoning, planning, developing and thinking. Requires extended time to complete problems, but not time spent on repetitive tasks. Involves complex structuring of data, establishing and evaluating criteria to solve problems.

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WEBB'S DEPTH OF KNOWLEDGE
Science

Hess, Karin K. (2010) National Center for Assessment. Dover, NH.

LEVEL 1 Recall & Reproduction	LEVEL 2 Skills & Concepts	LEVEL 3 Strategic Thinking	LEVEL 4 Extended Thinking
• Recall or recognize a fact, term, definition, simple procedure (such as one step), or property • Demonstrate a rote response • Use a well-known formula • Represent in words or diagrams a scientific concept or relationship • Provide or recognize a standard scientific representation for simple phenomenon • Perform a routine procedure, such as measuring g length • Perform a simple science process or a set procedure (like a recipe) • Perform a clearly defined set of steps • Identify, calculate or measure **NOT**E: If the knowledge necessary to answer an item automatically provides the answer, it is a Level 1.	• Specify and explain the relationship between facts, terms, properties or variable • Describe and explain examples and non-examples of science concepts • Select a procedure according to specified criteria and perform it • Formulate a routine problem given data and conditions • Organize, represent, and compare data • Make a decision as to how to approach the problem • Classify, organize, or estimate • Compare data • Make observations • Interpret information from a simple graph • Collect and display data **NOTE:** If the knowledge necessary to answer an item does not automatically provide the answer, then the item is at least a Level 2. Most actions imply more than one step.	• Interpret information from a complex graph (such as determining features of the graph or aggregating data in the graph) • Use reasoning, planning, and evidence • Explain thinking (beyond a simple explanation or using only a word or two to respond) • Justify a response • Identify research questions and design investigations for a scientific problem • Use concepts to solve non-routine problems/more than one possible answer • Develop a scientific model of a complex situation • Form conclusions from experimental or observational data • Complete a multi-step problem that involves planning and reasoning • Provide an explanation of a principle • Justify a response when more than on answer is possible • Cite evidence and develop a logical argument for concepts • Conduct a designed investigation • Research and explain a scientific concept • Explain phenomenon in terms of concepts.	• Select of devise approach among many alternatives to solve problem • Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables • Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions • Relate ideas within the content area or among content areas • Develop generalizations of the results obtained and the strategies used and apply them to new problem situations **NOTE**: Level 4 activities often require an extended period of time for carrying out multiple steps; however, time alone is not a distinguishing factor if skills and concepts are simply repetitive over time.

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WEBB'S DEPTH OF KNOWLEDGE
Social Studies

LEVEL 1 Recall & Reproduction	LEVEL 2 Skills & Concepts	LEVEL 3 Strategic Thinking	LEVEL 4 Extended Thinking
Requires students to identify, list, or define. Standards or tasks at this level usually ask the student to recall who, what, when and where. Items that require students to describe and explain could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 "describe or explain" would recall, recite or reproduce information Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.	Requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe and explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."	Requires reasoning, using evidence and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Level 3 includes drawing conclusions; citing evidence; applying concepts to analyze new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.	At this level the cognitive demands should be high and the work should require in-depth analysis among content areas through research in order to be at this highest level. The distinguishing factor for level 4 standard or assessment item will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performances students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.
Examples: • Recognize the importance of U.S. symbols • List characteristics of good citizenship • Describe different types of jobs in an economic system and the types of tools used • Identify significant individuals responsible for the development of the New England, Middle and Southern Colonies	**Examples:** • Distinguish between primary and secondary sources • Describe technological developments that shaped European exploration • Identify and explain significant events leading up to the American Revolution • Discuss the concept of Manifest Destiny • Explain how the three branches of government in the U.S. were designed to set up a system of checks and balances.	**Examples:** • Describe the introduction, impact and role of slavery in the colonies • Examine and explain the changing roles and impact of significant women during the American Revolution	**Examples:** • Using primary sources, write an analysis of the historical development of significant sociocultural and/or socioeconomic trends and developments

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DOMAIN #1

Standards-Based Planning

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.

Planning Evidence:

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

Example Implementation Evidence

- Lesson plans align to grade level standard(s) with targets and use a performance scale
- Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- Planned and completed student assignments/work require practice with complex text and its academic language
- Planned and completed student assignments/work demonstrate 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 equity has 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
- Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts 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.

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.

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)
- Plans incorporate nonfiction text
- Plans identify Standards for Mathematical Practice to be applied
- Plans identify how available technology will be used
    - Interactive whiteboards
    - Response systems
    - Voting technologies
    - One-to-one computers
    - Social networking sites
    - Blogs
    - Wikis
    - Discussion boards
- When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)
- When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor,
- mentor, etc. to implement the unit or lesson plan

Example Implementation Evidence

- Traditional resources are appropriately aligned to grade level standards
    - Textbooks
    - Manipulatives
    - Primary source materials
- Digital resources are appropriately aligned to grade level standards
    - Interactive whiteboards
    - Response systems
    - Voting technologies
    - One-to-one computers
    - Social networking sites
    - Blogs
    - Wikis
    - Discussion boards
- Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- Planned resources include those specific to students' culture
- 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)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include 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 that do not support the lesson.	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.

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 (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence:

- Plans include a process for helping students track their individual progress on learning targets
- Plans specify accommodations and/or adaptations for individual EL or groups of students
- Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- Plans cite the data and rationale used to identify and incorporate accommodations
- Plans include potential instructional adjustments that could be made based on student evidence/data
- Plans take into consideration equity issues (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 diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
- Productive changes are made to lesson plans in response to formative assessment (monitoring)
- A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence

- Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
- Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- Planned student assignments/work show students track their individual progress on learning targets
- Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- Information 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)

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 (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

DOMAIN #2

Standards-Based Instruction and Conditions for Learning

Standards-Based Instruction

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).

Example Teacher Instructional Techniques

- Identify a learning target aligned to the grade level standard(s)
- Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- Provide a learning target embedded in a scale specifying critical content from the standard(s)
- Relate classroom activities to the target and/or scale throughout the lesson
- Identify differences between the critical content from the standard(s) and non--critical content
- Identify and accurately teach critical content
- Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- Use verbal/visual cueing
- Use storytelling and/or dramatic instruction
- Model how to identify meaning and purpose in a text
- Ensure text complexity aligns to the critical content
- When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses 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 all students AND evidence presents at the taxonomy level of the critical content.

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.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

- Use a group activity to monitor that students can make a link from prior learning to the new content
- Use student work (recording and representing) to monitor that students can make a link from prior learning to the new content
- Use response methods to monitor that students can make a link from prior learning to the new content
- Use questioning sequences to monitor that students can make a link from prior learning to the new content

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

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

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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 all students AND evidence presents at the taxonomy level of the critical content.

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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.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

- Use a group activity to monitor that students can summarize and generate conclusions about the content
- Use student work (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- Use response methods to monitor that students can summarize and generate conclusions about the content
- Use questioning sequences to monitor that students can summarize and generate conclusions about the content

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

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

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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 all students AND evidence presents at the taxonomy level of the critical content.

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.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect 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 all students AND evidence presents at the taxonomy level of the critical content.

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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.

Example Teacher Instructional Techniques Begin lesson with a brief review of previously taught content

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

Example Teacher Techniques for Monitoring for Learning Use a Group activity to monitor that students know the previously taught critical content

- Use student work (Recording and Representing) to monitor that students know the previously taught critical content
- Use response methods to monitor that students know the previously taught critical content
- Use questioning sequences to monitor that students know the previously taught critical content

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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 all students AND evidence presents at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes

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

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

Example Teacher Instructional Techniques

- Model how to execute the skill, strategy, or process
- Model mathematical practices
- Model how to reason, problem solve, use tools, and generalize
- Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
- Independent practice if students can perform the skill, strategy, or process independently
- Guide students to generate and manipulate mental models for skills, strategies, and processes
- Employ "worked examples" or exemplars
- Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- Provide opportunity for students to increase fluency and accuracy
- Provide opportunity for purposeful homework

Example Teacher Techniques for Monitoring for Learning

- Use a group activity to monitor that students develop automaticity with skills, strategies, or processes
- Use student work (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- Use response methods to monitor that students develop automaticity with skills, strategies, or processes
- Use questioning sequences to monitor that students develop automaticity with skills, strategies, or processes

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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.\n\nThe 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 all students AND evidence presents at the taxonomy level of the critical content.

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.

Example Teacher Instructional Techniques

- Use comparison activities to examine similarities and differences
- Use classifying activities to examine similarities and differences
- Use analogy activities to examine similarities and differences
- Use metaphor activities to examine similarities and differences
- Use culturally relevant activities to help students examine similarities and differences
- Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- Ask students to summarize what they have learned from the activity
- Ask students to linguistically and nonlinguistically represent similarities and differences
- Ask students to explain how the activity has added to their understanding
- Ask students to make conclusions after the examination of similarities and differences
- Ask students to look for and make use of mathematical structure to recognize similarities and differences
- Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning

- Use a group activity to monitor that student knowledge of content is deepened by examining similarities and differences
- Use student work (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- Use response methods to monitor that student knowledge of content is deepened by examining similarities and differences
- Use questioning sequences to monitor that student knowledge of content is deepened by examining similarities and differences

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

- Comparison and classification artifacts indicate deeper understanding of content
- Analogy and/or metaphor artifacts indicate deeper understanding of content
- Response to questions indicate examining similarities and differences has deepened understanding of content
- Make conclusions after examining evidence about similarities and differences
- Present evidence to support their explanation of similarities and differences
- Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate
- Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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 all students AND evidence presents at the taxonomy level of the critical content. |

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).

Example Teacher Instructional Techniques
- Model the process of making and supporting a claim
- Model constructing viable arguments and critiquing the mathematical reasoning of others
- Ask students to examine logic of their errors in procedural knowledge when problem solving
- Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- 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
- Guide students to understand how their culture impacts their thinking
- Ask students to summarize new insights resulting from analysis of multiple texts/resources
- Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- Analyze errors to identify more efficient ways to execute processes or procedures
- Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning
- Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning
- Use a group activity to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- Use student work (recording and representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- Use questioning sequences to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique.)
- Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- Explain the overall structure of an argument presented to support a claim
- Articulate support for a claim and/or errors in reasoning within group interactions
- Explanations involve cultural content
- Summarize new insights resulting from analysis
- Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives
- Artifacts/student work indicate students have used textual evidence to support their claim
- Mathematical arguments and critiques of reasoning are viable and valid
- Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning
- Reorganize groups
- Modify task
- Utilize peer resources
- Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps 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 all students AND evidence presents at the taxonomy level of the critical content.

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.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

- Use a group activity to monitor that students deepen understanding by revising their knowledge
- Use student work (recording and representing) to monitor that students deepen understanding by revising their knowledge
- Use response methods to monitor that students deepen understanding by revising their knowledge
- Use questioning sequences to monitor that students deepen understanding by revising their knowledge

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

- Explain what they are clear about and what they are confused about
- Explain what they could have done to enhance their learning
- Actions and reflections display a growth mindset
- Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- Groups make corrections and/or additions to information previously recorded about content
- Explain previous errors or misconceptions about content
- Revisions demonstrate alternative ways to execute procedures
- Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- Reflections show clarification in thinking or processing

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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.\n\nThe 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 all students AND evidence presents at the taxonomy level of the critical content.

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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.

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

Example Teacher Techniques for Monitoring for Learning

- Use a group activity to monitor that students prove or disprove the proposition, theory or hypothesis
- Use student work (recording and representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- Use questioning sequences to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique.)
- Explain the proposition, theory, or hypothesis they are testing
- Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- Justify the process used to support the proposition, theory, or hypothesis
- Precisely explain perseverance with the task with reasoning and conclusions
- Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
    - Generate conclusions
    - Identify common logical errors
    - Present and support the proposition, theory, or hypothesis
    - Navigate digital and traditional resources
    - Identify how multiple ideas are related

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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 all students AND evidence presents at the taxonomy level of the critical content.

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Conditions for Learning

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.

Example Teacher Instructional Techniques

- Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- Ask students to explain their progress toward the learning target
- Ask students to provide evidence of 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 towards learning targets using a performance scale
- Use formative assessment that reflects awareness of cultural differences represented in the classroom

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses 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 for all students.

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.

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
  - Parent notification
  - Round of applause
  - Academic praise
  - Digital media
- Ensure celebrations involve culturally relevant components
- Ask students to explain how they use feedback
- Ask students how celebrations encourage them to continue learning

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.)

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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 for all students.

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.

Example Teacher Instructional Techniques

- 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 conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- 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
- Exhibit awareness of the power of interpretations
- Avoid negative thinking
- Take various perspectives
- Interact responsibly and respectfully critique the reasoning of others
- Appear to know how to handle controversy and conflict resolution
- Actively ask and answer questions about the content (i.e. assignments or tasks)
- Add their perspectives to discussions
- Generate clarifying questions about the content
- Explain individual student and/or group thinking about the content
- Take responsibility for the learning of peers

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the 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 for all students.

Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge 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.

Example Teacher Instructional Techniques

- Involve students in designing classroom routines and procedures to develop a culturally responsive classroom
- Actively teach student self-regulation strategies
- Use classroom meetings to review and process rules and procedures to ensure equity
- Remind students of rules and procedures
- Ask students to restate or explain rules and procedures
- Provide cues or signals when a rule or procedure should be used
- Physically occupy all quadrants of the room
- Scan the entire room, making eye contact with each student
- Recognize potential sources of disruption and deal with them immediately
- Proactively address inflammatory situations
- Consistently exhibit "withitness" behaviors
- Recognize and/or acknowledge students or groups who follow rules and procedures
- Organize physical layout of the classroom to facilitate work in groups and easy access to materials

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

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

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

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

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

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.

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
- Use crisp transitions from one activity to another
- Demonstrate intensity and enthusiasm for the content
- Use friendly controversy
- Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- 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 awareness that the teacher is noticing students' level of engagement
- Behaviors show the engagement strategy increases engagement
- Student-centered tasks and processes produce high levels of engagement
- Talk with groups or in response to questions is focused on critical content
- Engage in the critical content with enthusiasm
- Self-regulate engagement and engagement of peers
- Actions show students are motivated by the teacher
- Behaviors show students are inspired by the teacher
- Multiple students or the entire class respond to questions posed by the teacher
- Artifacts/student work indicate students are engaged in the critical content

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

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

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

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Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

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

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

Example Teacher Instructional Techniques

- Encourage students to share their thinking and perspectives
- Seek student input regarding classroom activities and culture
- Relate content-specific knowledge to personal aspects of students' lives
- Discuss with students about topics in which they are interested
- Discuss equity and individual needs of students
- Use student input and feedback to maintain an academic focus on rigor
- Build student interests into lessons (i.e. incorporate cultural connections)
- Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- Compliment students regarding academic and personal accomplishments
- Engage in conversations with students about events in their lives outside of school
- When appropriate, use humor and/or playful dialogue with students
- Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, silent applause, eye contact, etc.)
- Remain calm in response to inflammatory situations
- Interact with each student in the same calm and controlled fashion
- Remain objective and in control by not demonstrating personal offense at student misconduct
- Celebrate students' individual diversity, uniqueness, and cultural traditions

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.)

- Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- Respond positively to verbal interactions with the teacher
- Respond positively to nonverbal interactions with the teacher
- Readily share their perspectives and thinking with the teacher
- Describe their teacher as respectful and responsive to the diverse needs of each student
- Actions show students trust the teacher to advocate for them
- Contribute to a positive classroom community through interactions with peers

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

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

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

Return to Top

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.

Example Teacher Instructional Techniques

- Use methods to ensure each student is held responsible for participation in classroom activities
- 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
- Provide students with strategies to avoid negative thinking about one's thoughts and actions
- Ask questions of each student at the same rate and frequency
- Ask complex questions of each student that require conclusions at the same rate and frequency
- Rephrase questions for each student when they provide an incorrect answer
- Probe each student to provide evidence of their conclusions
- Ask each student to examine the sources of their evidence
- Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- Probe each student to further explain their answers when they are incorrect
- 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.)

- Treat each other with respect
- Actions show students avoid negative thinking about personal thoughts and actions
- Respond to difficult questions
- Take risks by offering incorrect or alternative answers
- Participate in classroom activities and discussions
- Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"
- Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- Model teacher behaviors that show care and respect for each classmate
- 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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	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 for all students.

DOMAIN #3

Reflecting on Teaching

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.

Example Teacher Evidence

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

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.

DOMAIN #4

Professional Responsibilities

Adhering to School/District Policies and Procedures

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

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

Example Teacher Evidence

- Performs assigned duties
- Fulfills responsibilities in a timely manner
- Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)
- Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
- Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.)
- Maintains confidentiality of colleagues, students, and families
- Advocates for equality for each student
- Demonstrates personal integrity and ethics
- Uses social media appropriately

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	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.

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.

Example Teacher Evidence

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

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.

Non-Classroom Teacher (NCT)

NCT Forms

SCHOOL - BASED	DISTRICT - BASED
Athletic Director	Behavioral Analyst
Dean/Conduct Counselor	Behavioral Specialist
ESE School-Based Specialist	Child Find Specialist/Educational Consultant
Guidance Counselors	Diagnostician
Literacy Coach	Language Development Specialist
Mathematics Coach	Program Specialist
Media Specialist (Less than 50% teaching)	Instructional Support Specialist
Speech/Language Pathologist	School Psychologist *
Student Support Facilitator (S Qualifier for courses taught)	School Social Worker
Teacher on Special Assignment	Teacher Support Specialist
School Assessment Specialist	

*A job specific evaluation instrument has been created for this assignment

St. Lucie
PUBLIC SCHOOLS

Non-Classroom Teacher Framework for Quality Teaching and Learning

Domain A: Data Based Decision Making and Evaluation of Practices

1. Collects and uses data to develop and implement interventions within a problem-solving framework.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3. Uses data to monitor student progress (academic, social/emotional/behavior) and health and evaluate the effectiveness of services on student achievement.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators

Domain C: Instruction/Intervention Delivery and Facilitation

1. Collaborates with school-based and district-level stakeholders to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.
2. Consults and collaborates at the individual, family, group and systems levels to implement, effective instruction and intervention services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impeded learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.

Domain B: Instruction/Intervention Planning and Design

1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, emotional and health interventions and supports.
2. Plans and designs instruction/ intervention based on data and aligns efforts with the school and district improvement plans and state federal mandates.
3. Applies evidence-based research and best practices to improve instruction/interventions.
4. Develops intervention support plans that help the student, family or other community agencies and systems reach a desired goal
5. Engages parents and community partners in the planning and design of instruction/ interventions.

Domain D: Learning Environment

1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2. Collaborates with school personnel and students to foster student engagement (e.g. involvement., motivation, persistence, resilience, ownership).
3. Promotes safe school environments.

Domain E: Professional Learning Responsibility, and Ethical Practice

1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.
2. Engages in targeted professional growth opportunities and reflective practices (e.g. professional learning communities).
3. Implements knowledge and skills learned in professional development activities.
4. Demonstrates effective recordkeeping and communication skills.
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.

Domain A: Data- Based Decision Making and Evaluation of Practices

Indicators:
1. Collects and uses data to develop and implement interventions within a problem-solving framework.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3. Uses data to monitor student progress (academic, social/emotional/behavior) and health and evaluate the effectiveness of services on student achievement.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators

In your current role, how will you demonstrate effective data-based decision making and evaluation of practices? (MINIMUM OF TWO GOALS).

Sources of Evidence:
- Artifacts
- Observation
- Stakeholder Feedback
- Self-Assessment
- Professional Growth Plan
- Conference/Interview
- Other

Types of Evidence:
- Documentation of problem identification and problem analysis with graphed data and gap analysis Problem-Solving/Intervention Plan
- Academic Intervention Record
- Behavior Intervention Plan
- Progress-Monitoring Plan
- Reports with data analysis and interpretation
- Data/platforms/electronic documentation systems (Data Warehouse, Performance Matter, EASY CBM, etc.)
- Data Chat Observation or Record
- Meeting Agendas/Summaries

A-1

Highly Effective	Effective	Emerging	Ineffective
Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.

A-2

Highly Effective	Effective	Emerging	Ineffective
Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.

A-3

Highly Effective	Effective	Emerging	Ineffective
Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.

A-4

Highly Effective	Effective	Emerging	Ineffective
Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.

Domain B: Instruction/Intervention Planning and Design

Indicators:
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, emotional and health interventions and supports.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state federal mandates.
3. Applies evidence-based research and best practices to improve instruction/interventions.
4. Develops intervention support plans that help the student, family or other community agencies and systems reach a desired goal.
5. *Engages parents and community partners in the planning and design of instruction/interventions.*

In your current role, how will you demonstrate effective data-based decision making and evaluation of practices? (MINIMUM OF TWO GOALS).

Sources of Evidence:
- Artifacts
- Observation
- Stakeholder Feedback
- Self-Assessment
- Professional Growth Plan
- Conference/Interview
- Other

Types of Evidence:
- Documentation of instruction/intervention design and development
- Targets
- Goals
- Delivery Methods, etc.
- Professional Development Design or Facilitation (handouts, agendas, PowerPoint)
- School or District Improvement Plans – documentation of participation
- Electronic documentation

B-1

Highly Effective	Effective	Emerging	Ineffective
Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.

B-2

Highly Effective	Effective	Emerging	Ineffective
Trains or mentors' others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.

B-3

Highly Effective	Effective	Emerging	Ineffective
Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.

B-4

Highly Effective	Effective	Emerging	Ineffective
Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).

B-5

Highly Effective	Effective	Emerging	Ineffective
Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.

Domain C: Instruction/Intervention Delivery and Facilitation

Indicators:
1. Collaborates with school-based and district-level stakeholders to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.
2. Consults and collaborates at the individual, family, group and systems levels to implement, effective instruction and intervention services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impeded learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.

In your current role, how will you demonstrate effective data-based decision making and evaluation of practices?
(MINIMUM OF TWO GOALS).

Sources of Evidence:	
• Artifacts	• Self-Assessment
• Observation	• Professional Growth Plan
• Stakeholder Feedback	• Conference/Interview
	• Other

Types of Evidence:
- Documentation of instruction/intervention delivery and facilitation
- Monitoring of instruction/intervention delivery and facilitation
- Evaluating instruction/intervention delivery and facilitation
- Pre and Post Surveys
- Conference notes/logs
- Newsletters, emails, webpage, and other communication methods
- Professional Development Design or Facilitation (handouts, agendas, PowerPoint)
- Progress Monitoring Data
- Collaborative Learning and Planning (CLP)
- Electronic documentation

C-1

Highly Effective	Effective	Emerging	Ineffective
Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.

C-2

Highly Effective	Effective	Emerging	Ineffective
Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.

C-3

Highly Effective	Effective	Emerging	Ineffective
Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.

C-4

Highly Effective	Effective	Emerging	Ineffective
Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.

C-5			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.

C-6			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Domain D: Learning Environment

Indicators:
1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2. Collaborates with school personnel and students to foster student engagement (e.g. involvement., motivation, persistence, resilience, ownership).
3. Promotes safe school environments.

In your current role, how will you demonstrate effective data-based decision making and evaluation of practices? (MINIMUM OF TWO GOALS).

Sources of Evidence:	
• Artifacts	• Self-Assessment
• Observation	• Professional Growth Plan
• Stakeholder Feedback	• Conference/Interview
	• Other

Types of Evidence:
- Pre and Post Surveys
- Newsletters, emails, webpage, and other communication methods
- Professional Development (handouts, agendas, PowerPoint)
- School/District program development and implementation
- Electronic documentation

D-1

Highly Effective	Effective	Emerging	Ineffective
Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.

D-2

Highly Effective	Effective	Emerging	Ineffective
Examines need and feasibility for systemic intervention to support and increase student engagement district wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.

D-3

Highly Effective	Effective	Emerging	Ineffective
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.

Domain E: Professional Learning, Responsibility, and Ethical Practice

Indicators:
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.
2. Engages in targeted professional growth opportunities and reflective practices (e.g. professional learning communities).
3. Implements knowledge and skills learned in professional development activities.
4. Demonstrates effective recordkeeping and communication skills.
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.

In your current role, how will you demonstrate effective data-based decision making and evaluation of practices? (MINIMUM OF TWO GOALS).

Sources of Evidence:	
• Artifacts	• Self-Assessment
• Observation	• Professional Growth Plan
• Stakeholder Feedback	• Conference/Interview
	• Other

Types of Evidence:
- Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.
- Engages in targeted professional growth opportunities and reflective practices (e.g. professional learning communities).
- Implements knowledge and skills learned in professional development activities.
- Demonstrates effective recordkeeping and communication skills.
- Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.

E-1

Highly Effective	Effective	Emerging	Ineffective
Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.

E-2

Highly Effective	Effective	Emerging	Ineffective
Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.

E-3

Highly Effective	Effective	Emerging	Ineffective
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.

E-4

Highly Effective	Effective	Emerging	Ineffective
Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.

E-5

Highly Effective	Effective	Emerging	Ineffective
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

How to Guides

1. New Teacher I-Observation user

2. Setting up email notifications

3. Teacher/NCT DPP instructions

4. NCT evaluation instruction (Beginning and Mid-Year)

5. How to Prepare for Pre-Observation Conference (Classroom Teachers)

6. How to Prepare for Post-Observation Conference (Classroom Teachers)

How to Prepare for a Pre-Observation Conference

Complete Pre-Conference Form in I-Observation prior to meeting with administration.

Materials for Pre-Conference

1. Learning goal/scale for lesson

2. Lesson plan

3. Framework for Quality Instruction book

4. Deliberate Practice Plan (DPP) ** Found in I-Observation

5. Materials for lessons aligned to standards

Areas to consider when preparing for Pre-Conference

- Explain the standards (to include level taxonomy) that will be addressed within the lesson.

- Be prepared to explain how students will understand the learning goal and scale. What student evidence will the observer see or hear for the desired effect?

- Describe the strategies and tasks that will be planned for standards-based instruction. Consider the elements that will be planned for in the lesson.

- Outline the accommodations for students in the lesson.

- Detail the conditions for learning within the classroom.

- What student evidence will be collected to monitor for learning.

How to Prepare for Post-Observation Conference

Complete Pre-Conference Form in I-Observation prior to meeting with administration.

Materials for Post-Conference

1. Student evidence

2. Formative assessments/Checks for Understanding

3. Framework for Quality Instruction book

Areas to consider when preparing for Post Conference

- Reflect on delivery of lesson

- Reflect on elements covered in lessons

- Detail the student evidence that would indicate that the desired effect was achieved

- Explain adaptations made during the lessons.

- Outline the accommodations for students in the lesson.

- Detail use of formative assessment by student to track progress.