The School District of Osceola County

2021 - 2022

Instructional Personnel Evaluation System

The School District of Osceola County

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Part I: Evaluation System Overview

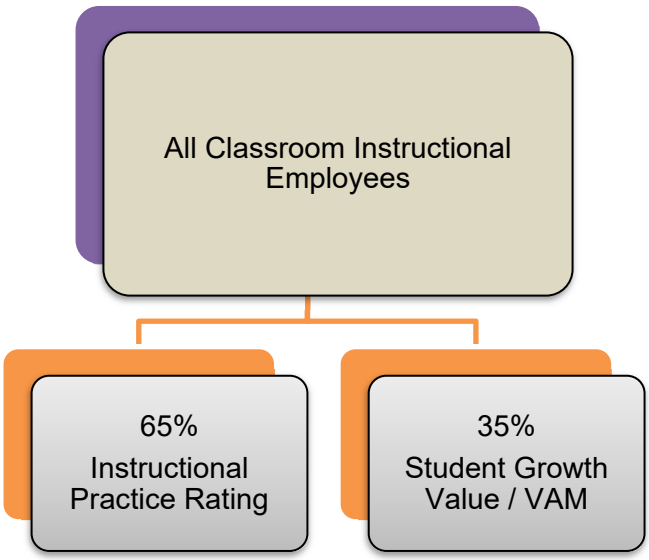
In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

Introduction

The School District of Osceola County's Instructional Assessment System is designed to contribute toward the achievement of goals identified in the District Plan pursuant to state statute. The system also supports district and school-level improvement plans and promotes actions that are consistent with the district's stated purpose for instructional OCEA Contract: Article XII (Appendix I).

The Marzano model was selected based on the recommendation through a collaborative effort with the Osceola County Education Association and The School District of Osceola County's as a sub-committee of the Bargaining Leadership Teams. The purpose of the redeveloped evaluation system is to increase student learning growth by improving the quality of instructional and supervisory practices. This model will provide a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data based on student growth. The District affirms Marzano's expectation that all teachers can increase their expertise from year to year, producing annual gains in student growth with a powerful cumulative effect.

The School District of Osceola County, Florida
Instructional Employee Evaluation Flowchart



Part II: Evaluation System Requirements

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

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

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

Data Inclusion and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.

- The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- The evaluator must discuss the written evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

- Planning of professional development; and
- Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

- Receive two consecutive unsatisfactory evaluation ratings; or
- Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

- Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
- Evaluators provide necessary and timely feedback to employees being evaluated;
- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional development; and,
- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom Teachers	Within 20 days of school or employment	• Staff Development Activities • Electronic resources
Newly Hired Classroom Teachers	Within 20 days of employment	• Staff Development Activities • Electronic resources
Late Hires	Within 20 days of employment	• Staff Development Activities • Electronic resources

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom Teachers			
Category I (within first 3 years of instructional employment at SDOC)	2-8	2-4 First Semester 2-6 Third Quarter	Not to exceed 10 days after the observation visit
Category II (greater than 3 completed years of instructional employment at SDOC)	2-8	2-4 First Semester 2-6 Third Quarter	Not to exceed 10 days after the observation visit
Newly Hired Classroom Teachers			
Hired after the beginning of the school year (within the first semester of school)	2-8	2-4 First Semester 2-6 Third Quarter	Not to exceed 10 days after the observation visit
Hired after the beginning of the school year (after the first semester of school)	1-4	1-3 Third Quarter Up to 1 Fourth Quarter	Not to exceed 10 days after the observation visit

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom Teachers			
Category I (within first 3 years of instructional employment at SDOC)	2	Mid-Year (December – January) and End of Year - Instructional Practice Score Finalized (April – May) - Summative Evaluation (Following Sept – Oct)	Within 10 days of the evaluation being conducted
Category II (greater than 3 completed years of instructional employment at SDOC)	1	End of Year - Instructional Practice Score Finalized (April – May) - Summative Evaluation (Following Sept – Oct)	Within 10 days of the evaluation being conducted
Newly Hired Classroom Teachers			
Hired after the beginning of the school year (within the first semester of school)	2	Mid-Year 45 – 90 days after employment and End of Year - Instructional Practice Score Finalized (April – May) - Summative Evaluation (Following Sept – Oct)	Within 10 days of the evaluation being conducted
Hired after the beginning of the school year (after the first semester of school)	1	End of Year - Instructional Practice Score Finalized (April – May) - Summative Evaluation (Following Sept – Oct)	Within 10 days of the evaluation being conducted

Classroom Observation Counts

The administrative staff at each school, which includes the Principal and Assistant Principal(s), will conduct observations of, and data reviews with, the teacher. Administrators will observe teachers on the following schedules.

The table below identifies the <u>maximum</u> amount of observations that can contribute towards a classroom teacher's final evaluation. The number of observations a teacher should have is dependent on the 'Category' of which they belong. The category type is defined by the instructional employees' contract type.

REQUIRED OBSERVATION	Category 1 (PP – A2)	Category 2 (A3+ or PSC)	*Struggling Teachers
• **Formal (Announced)**	2	Not Required (May be requested by the teacher)	As Determined By School Leader
• **Focused (Announced or Unannounced)**	Not to exceed 4	2-4	As Determined By School Leader
• **Walkthrough**	Unlimited Feedback Only	Unlimited Feedback Only	Unlimited Feedback Only

If any of the 17 elements defined in Domains 2 & 3 are not observed and scored during the above maximum observations, the teacher shall request an additional Focused Observation to capture the missing instructional strategy(s) no later than the end of the third academic quarter.

- Struggling teachers are those not meeting district expectations regarding their performance (e.g., pattern of observation ratings at the "Beginning" level). Struggling teachers may:
  - be placed on an improvement plan.
  - receive a higher number of observations beyond the recommended number of observations.
- Teachers who are placed on an improvement plan may receive a higher number of observations beyond the recommended number of observations.

Domains 1 & 4 Observation Counts:

Domains Data Points	All Classroom Teachers (Category 1 & 2) Semester 1	All Classroom Teachers (Category 1 & 2) Semester 2	Struggling Teachers
• **Domain 1 (Weight = 20%)**	A minimum of 1 score for each element	Only if current scores are rated lower than Applying	As needed
• **Domain 4 (Weight = 20%)**	A minimum of 1 score for each element	Only if current scores are rated lower than Applying	As needed

Domain 1 & 4 Standards-Based Planning & Professional Responsibilities (Observational Sessions)

During observational sessions in Domains 1 and 4, all instructional employees will be scored on all elements in each of these domains twice per year (a minimum of one observation during first semester). If the employee earns a rating of Applying or Innovating during the first semester, a second rating capture shall not be required. During the observation session:

- The classroom teacher may provide evidence to support/document indicators within the selected element.
- The administrator may utilize the evidence provided by the instructional employee or additional documented evidence to support scoring of the elements that contribute towards the final summative evaluation.
- These observations are data point observations.
- The focus of Standards Based Planning is on process as well as product. Further, the degree to which lesson plan procedures are followed is a focus in the Final Evaluation metric 'Professional & Ethical Behaviors', not Domain 2.

Part IV: Evaluation Criteria

A. Instructional Practice

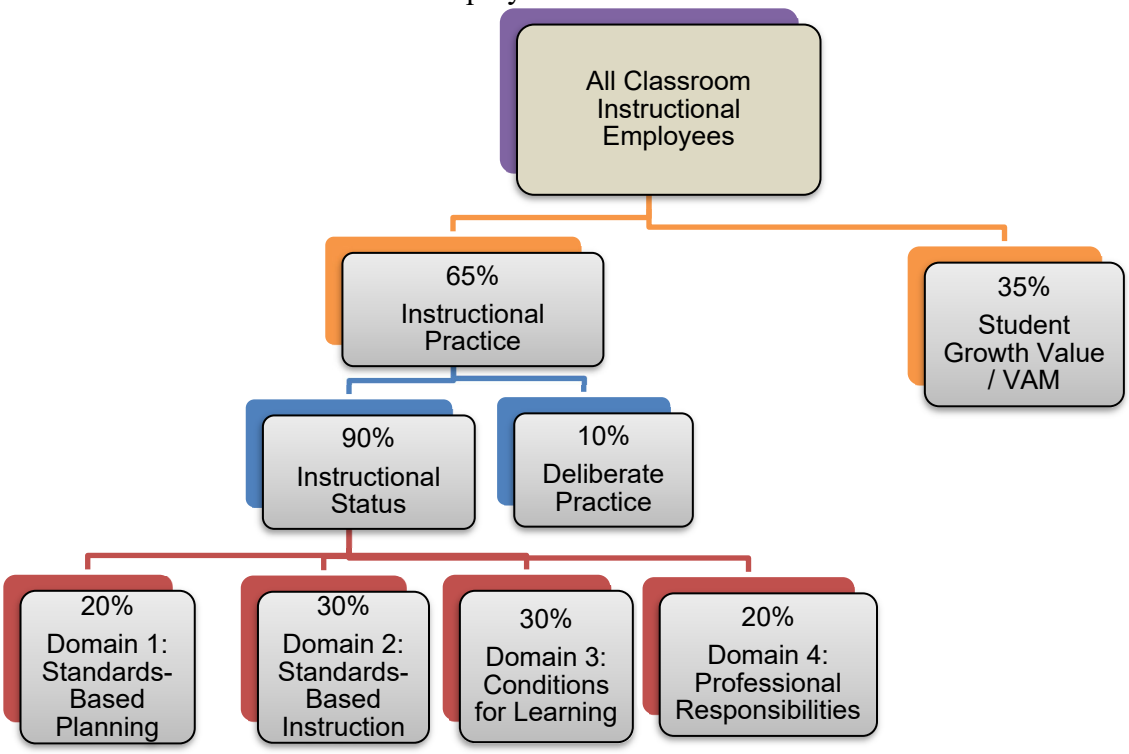
In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In The School District of Osceola County, instructional practice accounts for 65% of the instructional personnel performance evaluation.

As stated in the beginning of this handbook, the Marzano model was selected based on the recommendation through a collaborative effort with the Osceola County Education Association and The School District of Osceola County's as a sub-committee of the Bargaining Leadership Teams. The Marzano model focuses on effective instructional practices, that when used with fidelity and at the appropriate time in the unit of instruction, will positively impact student achievement. This model emphasizes that through deliberate instructional planning, leading to deliberate instruction, leads to results in deliberate student achievement. The instructional employees' Instructional Practice Score will be a combination of four focused domains and the deliberate practice.

[Instructional Status Score (.90)] + [Deliberate Practice Score (.10)] = Instructional Practice Score

In this section, a description of the domains, the deliberate practice selection, and the percentage break down on how it contributes to the evaluation will be described. Additionally, the type and amount of observations that will contribute to the instructional employees' evaluation will be defined.



Standards-Based Planning (Domain 1): (20% of the Instructional Status Score) focuses on how instructors plan and prepare for content, technology and unique needs of the students they are instructing. This is not the 'what' (e.g. lesson plan completion) but rather the 'why' and 'how' they have chosen to plan standards-based units and lessons a specific way. It is planning deliberately for resources that support those standards and frequent use of data to close the achievement gap.
Standards-Based Instruction (Domain 2): (30% of the Instructional Status Score) focuses on the deliberate use of ten (10) primary instructional strategies that if utilized with fidelity and in alignment with the established content standards will increase the probability of student achievement.
Conditions for Learning (Domain 3): (30% of the Instructional Status Score) focuses on the application of strategies that encourage a healthy and rigorous learning environment through the use of, collaborative structures, the establishment of rules and procedures, engagement practices, and feedback practices that celebrate student progress.
Professional Responsibilities (Domain 4): (20% of the Instructional Status Score) focuses on professional practices that include adherence to school and district procedures, continued professional growth, and promoting a collegial environment through collaboration.

Instructional Status Score (Standards Based Planning, Standards-Based Instruction, Conditions for Learning, Professional Responsibilities)

The Instructional Status Score contributes to 90% of the Instructional Practice Score. It consists of scored observations in following areas:

Standards-Based Planning (Domain 1): (20% of the Instructional Status Score) focuses on how instructors plan and prepare for content, technology and unique needs of the students they are instructing. This is not the 'what' (e.g. lesson plan completion) but rather the 'why' and 'how' they have chosen to plan standards-based units and lessons a specific way. It is planning deliberately for resources that support those standards and frequent use of data to close the achievement gap.

Standards-Based Instruction (Domain 2): (30% of the Instructional Status Score) focuses on the deliberate use of ten (10) primary instructional strategies that if utilized with fidelity and in alignment with the established content standards will increase the probability of student achievement.

Conditions for Learning (Domain 3): (30% of the Instructional Status Score) focuses on the application of strategies that encourage a healthy and rigorous learning environment through the use of, collaborative structures, the establishment of rules and procedures, engagement practices, and feedback practices that celebrate student progress.

Professional Responsibilities (Domain 4): (20% of the Instructional Status Score) focuses on professional practices that include adherence to school and district procedures, continued professional growth, and promoting a collegial environment through collaboration.

Domain 1 Standards Based Planning

School Leaders may capture ratings for Domain 1 Observations during pre-observation meetings, observation of PLC and collaborative planning, and Deliberate Practice data chats. Administrators will capture, at a minimum one data point for each element in Domain 1 for those teachers on staff at the start of the school year. Teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.

Guiding Principles for Lesson Plans

1. **Lesson plans shall meet federal and state requirements for classroom instruction.**
   - *Section 1003.41 -- Next Generation Sunshine State Standards (Florida Standards), Florida Statutes*
   - *Section 1003.42 – Required Instruction, Florida Statutes*
   - *State Board of Education Rule 6A-5.065 -- The Educator Accomplished Practices.*
     (2) The Educator Accomplished Practices.
     (a) Quality of Instruction.
     1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
     a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
     b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
     c. Designs instruction for students to achieve mastery;
     d. Selects appropriate formative assessments to monitor learning;
     e. Uses diagnostic student data to plan lessons; and
     f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

   - Accommodations for:
     - Exceptional Student Education (ESE) students
     - Gifted students
     - Section 504 students
     - English Language Learner (ELL) students

   - Differentiated instruction modifications for students in Tier 2 or Tier 3 of Multi-Tiered Systems of Support/ Problem Solving (MTSS/ PS)

     NOTE: A list of appropriate instructional strategies that will be used for a group of ESE, ELL, or MTSS/ PS students shall meet this requirement for lesson plans.

2. **Lesson plans shall address Florida Standards.**
   - http://www.cpalms.org/Public/search/Standard

3. **Florida Course Descriptions shall guide lesson plans.**
   - http://www.cpalms.org/Public/search/course

4. **In general, lesson plans may include, but shall not be limited to:**
   - Learning Goals and Learning Targets
   - Methods or Procedures
   - Resources or Materials Used
   - Assessment or Evaluation

5. **A unit plan may fulfill the lesson plan requirement for the defined duration of the unit if the unit plan contains sufficient information that complies with these guiding principles. However, administrators shall not require instructional employees to submit both a unit plan and a lesson plan for the same instructional content.**

6. **Certain instructional programs or grants may require that lesson plans include additional elements and/ or different timelines for submission in order to meet specific program or grant criteria.**
   - The school principal shall receive written approval of the appropriate Assistant Superintendent of Curriculum and Instruction prior to implementing these requirements.
   - School principals shall share these requirements with instructional employees in advance.

7. **In general, instructional employees shall submit lesson plans to the appropriate designated administrator on a weekly basis within one week prior to the actual classroom instruction of the content within the lesson plan.**

   - Administrators shall permit instructional employees the flexibility to amend lesson plans when:
     - Data supports that students require differentiated instruction; or
     - Changes to the regular classroom schedule occur that are beyond the instructional employee's control (e.g., school-wide testing, required professional development, school activities, fire or tornado drills, etc.).

Deliberate Practice

The Deliberate Practice Score contributes 10% of the Instructional Practice Score. When an instructor specifically focuses on an instructional strategy that is directly correlated with improved student achievement with a focus on closing the achievement gap, he or she is not only improving one's own individual growth, but also the academic growth of his or her students. A Deliberate Practice goal shall be identified and agreed upon by both the administrator and teacher at the beginning of the evaluation plan. The goal will include professional goal setting and specific measurable student growth that can be documented by the close of the evaluation plan (Category 1 teachers in April, Category 2 teachers in May). The goal will be rated by the following rubric and contribute to 10% of the Instructional Practice Score.

4	Highly Effective	Exceeded Goal - Action plan accomplished and exceeded the target set
3	Effective	Goal Met - Action plan and target accomplished
2	Needs Improvement	Did Not Reach Goal - Evidence of completion of action plan, but target not reached
1	Unsatisfactory	Unsatisfactory - Little to no effort to work on action plan or meet target

Domains 2 & 3 Standards-Based Instruction and Conditions for Learning Observations (Formal, Focused, Walkthrough)

During Domain 2 & 3 Observations, the observer will focus on the dominant instructional strategies being utilized or should be utilized during the classroom visit.

Formal Observations

During formal observations, the administrator conducts a pre-observation meeting with the instructor prior to the classroom observation. During this meeting they will discuss the teacher's standards-based learning goal and learning targets for the lesson to be observed. In collaboration with the teacher, the observer ensures that the plan exhibits a focus on the essential standards, including a scale or learning targets that shows a progression to the full intent of the standard; that the plan incorporates available resources aligned to the standard; and that it incorporates techniques to close the achievement gap using data. The administrator will look for (but not limited to) specific instructional strategies discussed in pre-conference to apply as data points towards the summative evaluations.

- Formal observations shall be scheduled with teachers in advance for formal observations, both a pre-conference and a post-conference shall be held, which may be either face-to-face or via the evaluation website.
- Formal observations may range from twenty-five (25) minutes to an entire class period.

- If the administrator does not observe evidence for the elements during this time, he or she shall permit the classroom teacher the opportunity to provide the appropriate evidence no later than the post-conference.
- If the administrator arrives more than ten (10) minutes late to the scheduled time for the observation, then the observation shall be rescheduled unless the teacher requests in writing the same day that the administrator apply the data points for this observation.
- The teacher shall invite the administrator to return if he or she would like to reattempt an instructional strategy for mastery attainment.

- Formal observations shall always count towards a teacher's evaluation.

- Teachers may benefit from additional observations.

  - Teachers may request additional observations beyond the recommended number of observations.

  - A teacher must submit the request in writing to his or her principal within ten (10) working days of the most recent observation.

  - Teachers may receive an additional observation by a trained administrator mutually agreed upon by the teacher and the administration.

  - An additional observation shall be part of the teacher's overall evaluation and data points shall apply.

Focused Observations

- During *focused observations*, administrators may observe, provide feedback, and/ or apply data points toward any of the 23 for which teachers provide behavioral evidence. For focused observations administrators shall focus on elements with 'no' scores and/ or with 'low' scores.

  - Focused observations shall have no more than a two week window 'drop-in announcement' prior to the administration of the observation

  - Focused observations may range from ten (10) to thirty (30) minutes.

  - Focused observations will be data point observations and will count towards a teacher's evaluation.

  - If a teacher receives a score of Developing or lower on the same element two or more times, the teacher shall schedule a meeting with his/ her administrator.

  - Within five (5) business days after an administrator shares the results for a focused observation, teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.

Walkthrough Observations

- During *classroom walkthroughs*, administrators may observe and provide feedback on any of the 17 elements in Domains 2 &3. ,
  - Classroom walkthroughs may range from three (3) to five (5) minutes in duration.
  - Classroom walkthroughs shall be conducted for all teachers.
  - Classroom walkthroughs are NOT scheduled in advance.
  - Classroom walkthroughs are NOT data point observations and do NOT contribute to Domains 2 & 3 60% of the Instructional Status Score. Scored walkthrough elements serve to inform dialogue between the administrator and teacher for coaching and feedback on instructional practice. Walkthrough data points will contribute to the Deliberate Practice Score.

Domain 4: Professional Responsibilities

The observer focuses on professional practices that include adherence to school and district procedures, continued professional growth, and promoting a collegial environment through collaboration.

Summative Evaluation Weightings for Instructional Practice Score

Status Scoring for the Instructional Practice

During the current school year, teachers will be assessed based on an overall status score. The status score reflects his/her understanding and application of the Art and Science of Teaching framework across the four domains:

- ✓ Domain 1: Standards-Based Planning
- ✓ Domain 2: Standards-Based Instruction
- ✓ Domain 3: Conditions for Learning
- ✓ Domain 4: Professional Responsibilities

Multiple measures determine the overall status score.

Domain Weightings

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
• ***Domain 1***	20%	20%	20%	20%
• ***Domain 2***	30%	30%	30%	30%
• ***Domain 3***	30%	30%	30%	30%
• ***Domain 4***	20%	20%	20%	20%

Frequency Configuration and Score for Instructional Status Score

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement	Unsatisfactory (1)
• ***Domain 1***	*The Instructional Status Score is competency based. Instructors will receive the highest rated score given at the element level. The highest rating assigned for each element is averaged at the domain level and weighted according to the table above. In Domain 4, - Professional Responsibilities, instructors will receive an average of all elements scored, then weighted according to the table above.*			
• ***Domain 2***				
• ***Domain 3***				
• ***Domain 4***				

Examples of Evidence

Domain 1: ***Standards-Based Planning***	**Domain 2:** ***Standards-Based Instruction***
• Planning conference or pre-conference • Content of lesson plans • Designing common student assessments • Collaborative Planning Notes / Observations • Artifacts • ***NOTE: The focus of this domain is process, not the product only.***	• Formal observations • Focused, announced observations • Focused, unannounced observations • Evidence of student work
Domain 3: ***Conditions for Learning***	**Domain 4:** **Professional Responsibilities**
• Formal observations • Focused, announced observations • Focused, unannounced observations • Evidence of student work	• Evidence of adherence to school and district policies and procedures • Evidence of continued effort to increase subject area knowledge and pedagogy through professional development • Evidence of promoting teacher leadership and a school-wide culture of professional learning • Current professional development inservice record • Evidence of PD to practice • Evidence of record keeping compliance • Authentic participation in collaborative planning • Mentoring of others • Artifacts

During the beginning of the year initial review of the evaluation system, the teacher and the evaluator will collaborate on the evidence that will be collected in each Domain during the school year along with a timeline for collection. The administrator may complete this procedure for teachers individually or in groups.

During the pre and post conferences for Domains 1-4, only administration and the observed instructional employee shall be present.

Above all, the Marzano Observation/ Evaluation System is a qualitative, not a quantitative, model that is designed to help teachers improve their delivery of instruction and grow professionally.

In order to receive a particular rating for a specific element or domain, the teacher is NOT required to:

- ✓ *include all examples of evidence listed above;*
- ✓ *include all examples of evidence listed on any of the Marzano protocol forms; or*
- ✓ *complete all questions on Marzano pre-conference or post-conference forms.*

Instead, the focus of the evaluation of each element or domain should be on the quality of the examples of evidence the teacher does provide, not the quantity.

Observation Scoring and Ratings

The collection of data from observations, predetermined activities, and artifacts will be reviewed and assessed based upon rubrics set forth in the Marzano Art and Science of Teaching Model. Within the Marzano Focused Teacher Evaluation Model, a five-level rubric is used to rate the performance and provide feedback to teachers on their use of the twenty-three Elements of the New Art and Science of Teaching Framework. These ratings are considered formative in nature and are provided to give direction and feedback to the teacher prior to the final evaluation. The ratings are:

- Not Using (0)
- Beginning (1)
- Developing (2)
- Applying (3)
- Innovating (4)

Each source of evidence is rated based upon the rubric provided by the Osceola County School District/Marzano Evaluation Model on the scale of 0-4 as described above and added to the collection of evidence.

For scoring Domains 2 &3 Administrators will differentiate scoring using the following format.
Not Using: Strategy was called for but not exhibited.
Beginning: Uses the strategy incorrectly or with parts missing.
Developing: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards, but less than the majority of students are monitored for the desired effect of the strategy.
Applying: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards, and monitors for evidence of which the desired effect of that strategy is evident by the majority of the students.
Innovating: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards and based on student evidence, implements adaptations where needed to achieve the desired effect in more than 90% of the students.

Step 1

Rate observable elements at each of the following levels:

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)

Step 2

For Domains 1-3, identify the highest assigned rating for each of the elements scored. Average those ratings at the domain level to determine the domain score.

Step 3

For Domain 4, average all element ratings to determine the domain score.

Step 4

For each domain, determine the percentage of the total each domain represents by multiplying the domain score by the weighted percentage below:

- Domain 1: 20%
- Domain 2: 30%
- Domain 3: 30%

Domain 4: 20%

Step 5

Add the averages of all domains to determine the Instructional Status Score. Apply the results to the rating on the Proficiency Scale (based upon the teacher's experience level).

PP – A2 Teachers	*A3+ or PSC Teachers*
3.5-4.0 = Highly Effective ***2.5-3.49 = Effective*** ***1.5-2.49 = Developing*** ***0.0-1.49 = Unsatisfactory***	***3.5-4.0 = Highly Effective*** ***2.5-3.49 = Effective*** ***1.5-2.49 = Needs Improvement*** ***0.0-1.49 = Unsatisfactory***

Description of Evaluation Process – Category 1 Teacher

The chart below reflects the timeline for REQUIRED observations ONLY.

Formal Observation #1 (Formative) ✓ Conducted within the first forty-five (45) days of school.
Individual Professional Growth Plan ✓ Written within the first forty-five (45) days of school
Formal Observation #2 (Formative) and Review of Progress in the Collection of Artifacts ✓ To be conducted by the close of the first semester ✓ Probationary instructional staff members must be formally observed within the first 45 days of their hire date. ✓ Recommended in October/ November/ December
Mid-Point Evaluation utilizing the iObservation site ✓ Conducted by the end of the first semester ✓ ***Suggested window for identifying struggling teachers***
Focused Observations #3-6 ✓ Recommended in January/ February / March
✓ FINAL Evaluation Acknowledgement Utilizing the iObservation site ✓ Instructional Practice Score Finalized (April – May) ✓ FINAL Summative Evaluation (Following Sept – Oct)

Newly hired teachers will receive at minimum two annual evaluations within the first year of hire. These evaluations will include scores from Instructional Practice (65%), and Student Growth (35%). The School District of Osceola County will allow site based principals to determine student performance measures for newly hired instructional personnel for their first evaluation (mid-point) and use a Non-VAM calculation for the scoring. The resulting score of the Mid-Point Evaluation does not impact the scoring for the Final Evaluation, but rather serves as a snapshot of the teacher's current performance.

When a teacher's performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's Contract (Appendix I), a conference will be held, and a professional improvement plan shall be developed jointly and/or the individual professional development plan may be altered to address the concern.

Additional observations can be conducted as stated on page 19.

Description of Evaluation Process – Category 2 Teacher

The chart below reflects the timeline for REQUIRED & Additional observations.

Individual Professional Development Plan Written ✓ Written within the first forty-five (45) days of school
Focused Observation #1 ✓ Recommended in September/ October/ November
Focused Observation #2-4 (Formative) and Review of Progress in the Collection of Artifacts ✓ To be conducted by the last week of March ✓ Recommended no later than the last week of February
Additional *Focused Observation can be conducted* ✓ *As needed to capture scores on elements without a score or upon request of teacher.*
Additional *Formal Observation can be conducted* ✓ *As needed to capture scores on elements without a score or upon request of teacher.*
✓ Collection of Artifacts ✓ To be conducted by the close of the second semester ✓ Recommended in April/May
✓ FINAL Evaluation Acknowledgement Utilizing the iObservation site ✓ Instructional Practice Score Finalized (April – May) ✓ FINAL Summative Evaluation (Following Sept – Oct)

Classroom teachers will be notified of a deficiency prior to be scored (counting towards the final evaluation) as less than effective in Professional & Ethical Behaviors.

When a teacher's performance is determined to be less than effective, according to Article 12.11.1 (Appendix I) in the Teacher's Contract, a conference will be held, and a professional improvement plan shall be developed jointly and/ or the individual professional development plan may be altered to address the concern.

Additional observations can be conducted as stated on pages 18.

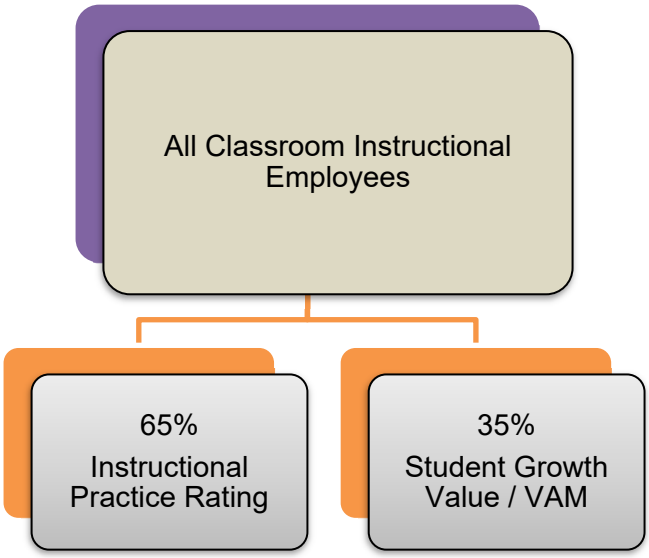
C. Performance of Students

In this section, The School District of Osceola County shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In The School District of Osceola County, performance of students accounts for 35% of the instructional personnel performance evaluation.

Performance of Students

The School District of Osceola County, Florida
Instructional Employee Evaluation Flowchart



Student Growth Introduction

As required by Section 1012.34, Florida Statute, (Appendix I) student learning growth shall count for at least 1/3 an instructional employee's performance evaluation.
Florida's Value Added Model (VAM) is the state's method to comply with this law and to calculate student growth based upon student performance on specific statewide assessments determined by the Florida Department of Education.
For courses assessed by the state for which a state growth model has been selected (currently Florida Standards Assessments for Mathematics 4-8 and English/Language Arts (ELA) 4-10 and Algebra I), The School District of Osceola County will base the performance of students on the results of the state growth model.

Beginning in 2015-16 the district must also use performance standards adopted into State Board Rule for these courses.

Florida's VAM is a covariate adjustment model. The teacher's VAM score is the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state. The expected growth for each student is estimated from historical data each year. VAM calculations use student performance data taken from statewide assessments.

The calculations of expected growth for students accounts for the following variables:

- The number of subject-relevant courses in which the student is enrolled
- Two prior years of achievement scores
- Students with Disabilities (SWD) status
- English language learner (ELL) status
- Gifted status
- Attendance
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)
- Class size
- Homogeneity of entering test scores in the class

The teacher's VAM score is the sum of two components, or measures:

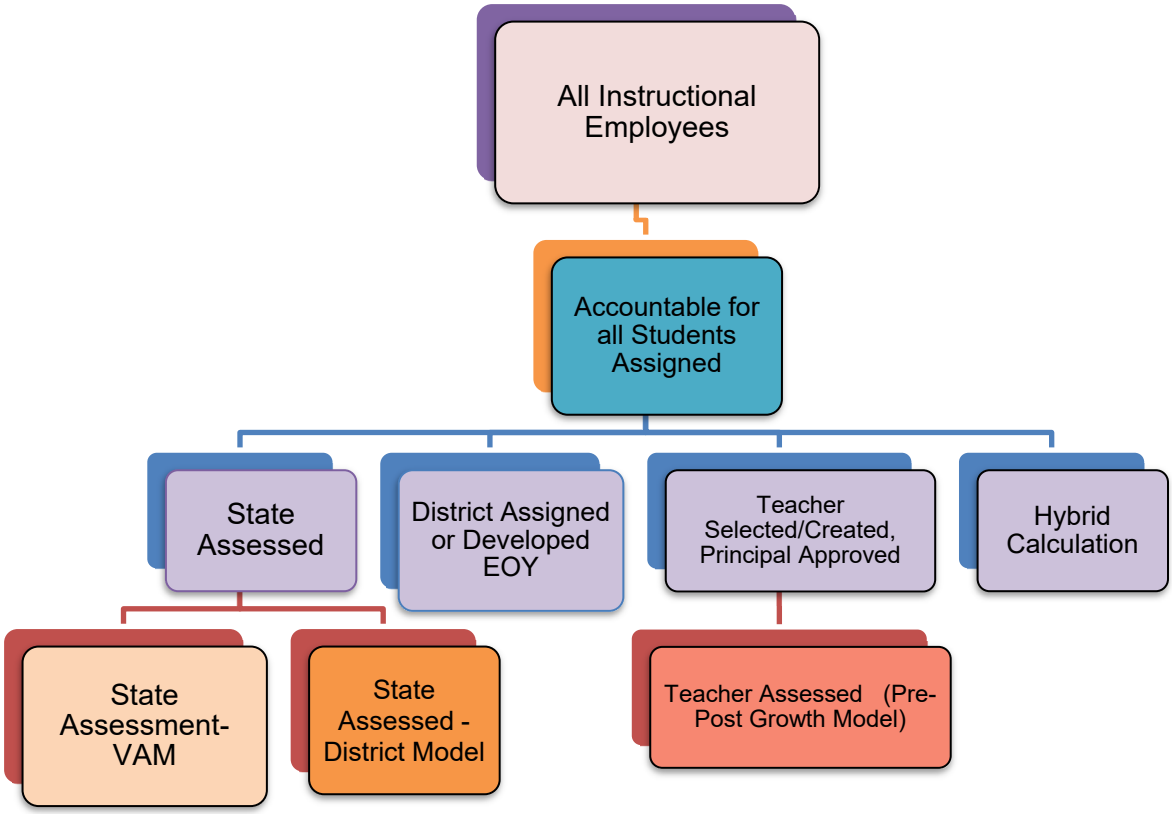
- *Teacher effect* – how much the teacher's students on average gained above or below similar students within the school; and

- *School effect* -- how much the school's students on average gained above or below similar students in the state.

NOTE: School effect is NOT a component of the VAM for state End of Course (EOC) tests.

Courses not assessed by the state, and courses with statewide assessments without a state-adopted growth model will receive their student learning growth value based on the results of the statewide assessments and/or comprehensive, district approved exam and/or comprehensive principal selected, teacher selected pre and post exam.

All classroom teachers as defined in Section 1012.01, Florida Statute, will be evaluated in terms of Student Growth following the flow-chart below:



The Student Growth Value/ VAM contribution will be derived from all of the instructor's students and the courses of which they are taught. Courses will be assigned to one of five Student Growth Measurement Models to determine the corresponding student growth for each course. All growth scores will be weighted, and finally averaged together to calculate a final Student Growth Measure. In theory, the student growth measure could be comprised of multiple measurement models, all calculated on a 1-4 scale and weighted accordingly to the amount of students per course. This growth measure will contribute to 35% the instructional employee's final evaluation. For those cases where a VAM metric is incorporated, student performance data for three years, including the current year and the two years immediately preceding the current year will be utilized in the VAM calculation (when available). If less than the three most recent years of data are available, those years for which data are available will be used [(as out lined in s.1012.34 and pursuant to Rule 6A-5.030(2)(a)3., F.A.C.). Appendix I]

Florida's VAM Formula

In its most general formulaic form, the VAM can be represented mathematically as:

$$y_{ti} = \mathbf{X}_i\boldsymbol{\beta} + \sum_{r=1}^{L} y_{t-r,i}\gamma_{t-r} + \sum_{q=1}^{Q} \mathbf{Z}_{qi}\boldsymbol{\theta}_q + e_i$$

- y_{ti} is the observed score at time t for student i.
- $\mathbf{X}_i$ is the model matrix for the student and school level demographic variables.
- $\boldsymbol{\beta}$ is a vector of coefficients capturing the effect of any demographics included in the model.

- $y_{t-r,i}$ is the observed lag score at time *t-r* ($r \in \{1,2,\ldots,L\}$).
- $\boldsymbol{\gamma}$ is the coefficient vector capturing the effects of lagged scores.
- $\mathbf{Z}_{qi}$ is a design matrix with one column for each unit in q ($q \in \{1,2,\ldots,Q\}$) and one row for each student record in the database.

Data Elements Used to Set Florida's Performance Level Standards are as follows:

1. Statewide Average Year's Growth for Students in Each Grade and Subject:
   For each student learning growth formula, an average year's growth for students across the state on the statewide assessment is calculated, and once standardized, uses a threshold of zero (0) to establish performance expectations. A score of zero (0) indicates that a teacher's students scored no higher or lower, on average, than expected.

2. Educator's Value Added Model Score:
   A value added model (VAM) score reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model. The value added score is converted to a proportion of a year's average growth.

3. Confidence Interval
   A confidence interval is derived from using the standard error associated with the educator's value-added score. The standard error is a statistical representation of the variance in the score that could occur if the same teacher had been assigned to a different group of similar students. The standard error applied above and below the value-added score forms a confidence interval around the score. Because the confidence interval provides the numerical range within which the teacher's score could lie if assigned a different group of similar students, it provides a level of statistical confidence in using the educator's value-added score to evaluate his or her performance to an established performance level standard.
4. Performance-level standards for the Performance of Students Criterion
   The value-added calculation is built upon taking the difference between a student's actual score on a test and his or her predicted score on the test, which prediction is based upon the elements in the model. Therefore, for each educator, the model results provide the number and percentage of each educator's assigned students who met or exceeded their predicted test score. For teachers whose value-added score includes a larger degree of variance as determined by the confidence interval, the use of this data element can provide additional evidence of the teacher's performance during the time observed to assist in classification of the educator's performance. The performance standards for the performance of students' criterion in performance evaluations under Section 1012.34, F.S. (Appendix I), for classroom teachers of courses associated with statewide, standardized assessments shall be as follows.

   The performance-level standards for the English Language Arts and Mathematics value-added models are as follows:

   Highly Effective: A highly effective rating on Performance of Students' criteria is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).

Effective: An effective rating on Performance of Students' criteria is demonstrated by the following:

- A value-added score of zero (0);
- A value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0); or
- A value-added score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).

Needs Improvement, or Developing *(if the teacher has been teaching for fewer than three (3) years):* A needs improvement or developing rating on Performance of Students' criteria is demonstrated by a value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).

Unsatisfactory: An unsatisfactory rating on Performance of Students' criteria is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).

Implementing the Performance-Level Standards

Beginning with the evaluations for performance during the 2015-16 school year, each district school board will implement the performance-level standards for Florida's English Language Arts, Mathematics and Algebra I value-added models, as described in this rule.

Student Growth Measurement Models

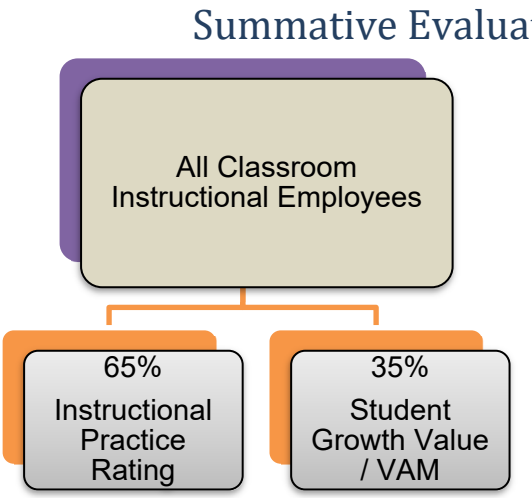
The School District of Osceola County has developed policies for selection, development, administration, and scoring of local assessments and for collection of assessment results.

In addition, Section 1012.34, Florida Statutes (Appendix I), requires the Value Added Model (VAM) for others. As the Florida Department of Education provides more technical assistance and additional VAM measures for statewide assessments of additional content areas, district administration shall revise these procedures to reflect such changes on at least an annual basis.

State Assessments for which a state growth model has been selected (VAM)	State Assessment - VAM
State Assessments for which a state growth model has not been provided by State (Algebra 10 ECO, Civics, etc.)	State Assessed-District Model
District Level Assessments / DEOY	District Assessed - DEOY
Teacher selected/created, principal approved pre and post test	Pre-Post Test Growth Model
Hybrid	For those class periods/sections teaching a course that may have one or more grade levels; and where one of those grade levels are tied to a State VAM, and the other grade levels are tied to one or more of the other SGM models.

D. Summative Rating Calculation

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



The calculation of the Final Summative Evaluation Score is as follows.

1. Once all scores have been calculated following the procedures listed on pages:
   - Pg. 13 - 23 for the Instructional Practice Rating
   - Pg. 26 – 31 for the Student Growth Value / VAM Rating

2. Multiply the rating by the corresponding negotiated percentage:
   - (1-4 Rating) .65 = Instructional Practice Rating
   - (1-4 Rating) .35 = Student Growth Value Rating

3. The Final Summative Score is the sum of the two metrics:

Instructional Practice + Student Growth Value = Final Summative Score

Final Score Scale

Rating	*Highly Effective*	*Effective*	*Developing/ Needs Improvement*	*Unsatisfactory*
Score	*3.5 - 4.0*	*2.0 – 3.49*	*1.5 – 1.99*	*0.0 – 1.49*

Example 1:

Second Grade Teacher

STANDARDS-BASED PLANNING	0	1	2	3	4	Score
Planning Standards-Based Lessons/Units					X	4
Aligning Resources to Standard(s)			X	X		3
Planning to Close the Achievement Gap Using Data					X	4

STANDARDS-BASED INSTRUCTION	0	1	2	3	4	Score
Identifying Critical Content from the Standards *(Required evidence in every lesson)*				X	X	4
Previewing New Content				X		3
Helping Students Process New Content				X	X	4
Using Questions to Help Students Elaborate on Content				X		3
Reviewing Content					X	4
Helping Students Practice Skills, Strategies, and Processes			X		X	4
Helping Students Examine Similarities and Differences			X		X	4
Helping Students Examine Their Reasoning					X	4
Helping Students Revise Knowledge				X		3
Helping Students Engage in Cognitively Complex Tasks				XX		3

CONDITIONS FOR LEARNING	0	1	2	3	4	Score
Using Formative Assessment to Track Progress				XX	X	4
Providing Feedback and Celebrating Progress				X		3
Organizing Students to Interact with Content			X	X	X	4
Establishing and Acknowledging Adherence to Rules and Procedures			X		X	4
Using Engagement Strategies				X	X	4
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom				X		3
Communicating High Expectations for Each Student to Close the Achievement Gap				X		3

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4	Score
Adhering to School and District Policies and Procedures				X	X	7
Maintaining Expertise in Content and Pedagogy				X	X	7
Promoting Teacher Leadership and Collaboration					X	4

Domain Score	Weighted Domain Score
3.66	3.66 X .20 = .73
3.6	3.6 X .30 = 1.08
3.57	3.57 X .30 = 1.07
3.6	3.6 X .20 = .72

Instructional Status Score: 3.6

Deliberate Practice Score = 3

*(Instructional Status Score * .90) + (Deliberate Practice Score * .10) = Instructional Practice Score*

*(3.6 * .9) + (3 * .10) = Instructional Practice Score*

3.24+ .3 = 3.54

Instructional Practice Score = 3.54

Student Growth = 4

Instructional Practice (.65) + Student Growth (.35) = Final Score
3.54 (.65) + 4 (.35) = Final Score

2.30 + 1.40 = 3.7

Final Score = 3.70 Highly Effective

Example 2:

9th Grade ELA Teacher

STANDARDS-BASED PLANNING	0	1	2	3	4	Score
Planning Standards-Based Lessons/Units		X	X			2
Aligning Resources to Standard(s)		X				1
Planning to Close the Achievement Gap Using Data		X				1

STANDARDS-BASED INSTRUCTION	0	1	2	3	4	Score
Identifying Critical Content from the Standards *(Required evidence in every lesson)*			X			2
Previewing New Content		X		X		3
Helping Students Process New Content			X			2
Using Questions to Help Students Elaborate on Content			X			2
Reviewing Content			X			2
Helping Students Practice Skills, Strategies, and Processes			X			2
Helping Students Examine Similarities and Differences			X			2
Helping Students Examine Their Reasoning	X					0
Helping Students Revise Knowledge		X				1
Helping Students Engage in Cognitively Complex Tasks	X					0

CONDITIONS FOR LEARNING	0	1	2	3	4	Score
Using Formative Assessment to Track Progress	X					0
Providing Feedback and Celebrating Progress		XX				1
Organizing Students to Interact with Content		X	X			2
Establishing and Acknowledging Adherence to Rules and Procedures		X				1
Using Engagement Strategies		XX	X			2
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom			X			2
Communicating High Expectations for Each Student to Close the Achievement Gap	X					0

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4	Score
Adhering to School and District Policies and Procedures		X	X			3
Maintaining Expertise in Content and Pedagogy		X	X			3
Promoting Teacher Leadership and Collaboration			X			2

Domain Score	Weighted Domain Score
1.33	1.33 X .20 = .26
1.6	1.6 X .30 = .48
1.14	1.14 X .30 = .34
1.6	1.6 X .20 = .32

Instructional Status Score: 1.4

Deliberate Practice Score = 2

*(Instructional Status Score * .90) + (Deliberate Practice Score * .10) = Instructional Practice Score*

*(1.4 * .9) + (2 * .10) = Instructional Practice Score*

1.26 + .2 = 1.4

Instructional Practice Score = 1.46

Student Growth = 1

Instructional Practice (.65) + Student Growth (.35) = Final Score
1.46 (.65) + 1 (.35) = Final Score

.94 + .35 = 1.29

Final Score = 1.29 Unsatisfactory

Recommended Best Practices for Evaluation

Observers may:

- ✓ Communicate on a regular basis clear expectations for successful implementation of the Marzano Observation/ Evaluation System.

- ✓ Clarify that the teacher understands the criteria of the key elements he or she has selected.

- ✓ Set a schedule in which teachers can sign up for their pre-conference, post-conference, and formal observations. Block certain weeks throughout the school year and request that teachers make it their responsibility to schedule the pre- and post- conferences and the observation according to the district guidelines and timelines.

- ✓ Follow the pacing guide that Professional Development provides that defines approximate completion dates by quarter or semester so that teachers receive feedback throughout the school year.

- ✓ Conduct no less than half of the required observations prior to the end of the first semester of school.

- ✓ Avoid delaying and scheduling a large number of observations into the last month of school.

- ✓ Ease any anxiety about focused observations (particularly if this is a new practice for a teacher) by announcing the day or the week observations will be taking place; and once the teacher is comfortable with having an administrator in his or her room, move to unannounced informal observations.

- ✓ Complete observations for elements for which behavioral evidence is observed.

- ✓ Reschedule an observation for another time when, non-traditional instruction (that does not lend well to a formative observation) is taking place. (i.e. testing)

- ✓ Avoid scheduling observations for teachers:
  - during times when 'auto-splitting' is occurring in a classroom;
  - only at the same time of the instructional day;
  - for teachers of students who are tested during state and district testing windows to the extent possible; and/ or
  - during times when student behavior may be affected due to a disruption in the daily schedule such as immediately after fire or tornado drills, special student activities, or other unusual circumstances that may skew observation data.

- ✓ Provide finalized feedback no more than ten (10) working days after an observation concludes.

- ✓ Use the appropriate pre-observation, post-observation, and lesson plan forms to empower teachers to reflect upon classroom instruction.

- ✓ Plan observations to represent a fair sampling of the teacher's instructional day. Per Article V, Section 5.23, of the Contract (Appendix I):
  - *Every reasonable effort will be made to place teachers in their certified teaching field.*

- *In some cases, the Board may assign a teacher outside the scope of his/her certification areas.*
- *When this is done, the teaching evaluation will note that the teacher is assigned out of field if the evaluation is done on that assignment.*
- *When teachers are given split assignments, evaluations shall be done only in their certified areas.*

Recommended Roles		
Formal Observation	**Observer**	**Teacher**
Pre-Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula
Post-Conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact that the lesson had on student learning.
Written Feedback	To provide objective, actionable and timely feedback as described in the district procedures	To reflect upon and engage in dialogue with observers; and to take appropriate action

Appendix A – Evaluation Framework Crosswalk

Marzano Element Crosswalk to Florida Educator Accomplished Practices (FEAPS)

The School District of Osceola County has aligned the FEAPs with the Marzano Evaluation System in the key areas that support the quality of instruction:

- Instructional Design and Lesson Planning
- Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Development
- Professional Responsibility and Ethical Conduct

Related resources are located in Florida's Department of Education website: http://www.fldoe.org/profdev/resources-TA.asp.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
c. Designs instruction for students to achieve mastery;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
d. Selects appropriate formative assessments to monitor learning;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
e. Uses diagnostic student data to plan lessons; and,	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
2. **The Learning Environment** *To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:*	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Domain 3: 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
b. Manages individual and class behaviors through a well-planned management system;	Domain 3: 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
c. Conveys high expectations to all students	Domain 3: 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
d. Respects students' cultural linguistic and family background;	Domain 3: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
e. Models clear, acceptable oral and written communication skills;	Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Establishing and Acknowledging Adherence to Rules and Procedures Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Domain 4: Adhering to School and District Policies and Procedures

f. Maintains a climate of openness, inquiry, fairness and support;	Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Establishing and Acknowledging Adherence to Rules and Procedures Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Domain 4: Adhering to School and District Policies and Procedures
g. Integrates current information and communication technologies;	Domain 1: Aligning Resources to Standard(s)
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Domain 1: Aligning Resources to Standard(s)
3. Instructional Delivery and Facilitation *The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:*	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	Domain 2: 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
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Domain 2: 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
c. Identify gaps in students' subject matter knowledge;	Domain 1: Planning to Close the Achievement Gap Using Data Domain 3: Using Formative Assessment to Track Progress
d. Modify instruction to respond to preconceptions or misconceptions;	Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain 2: 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 Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Engage in Cognitively Complex Tasks
f. Employ higher-order questioning techniques;	Domain 2: Using Questions to Help Students Elaborate on Content
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain 2: 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
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data Domain 2: 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 Task Domain 3: 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
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain 2: 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 Domain 3: Using Formative Assessment to Track Progress Establishing and Acknowledging Adherence to Rules and Procedures
4. Assessment *The effective educator consistently:*	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data Domain 3: Using Formative Assessment to Track Progress

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data Domain 3: Using Formative Assessment to Track Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data Domain 3: Using Formative Assessment to Track Progress
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Domain 4: Adhering to School and District Policies and Procedures Promoting Teacher Leadership and Collaboration
f. Applies technology to organize and integrate assessment information.	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
5. Continuous Professional Improvement *The effective educator consistently:*	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Domain 4: Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data Domain 4: Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain 4: Adhering to School and District Policies and Procedures Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	Domain 4: Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain 2: 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 Domain 3: 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 Domain 4: Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Domain 4: Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration

Appendix B – Observation Instruments for Classroom Teachers

Marzano Focused Teacher Evaluation Model

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 (Check all that apply) ☐☐ Plans exhibit a focus on the essential standards ☐☐ Plans include a scale that builds a progression of knowledge from simple to complex ☐☐ Plans identify learning targets aligned to the rigor of required standards ☐☐ Plans identify specific instructional strategies appropriate for the learning target ☐☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways ☐☐ Lessons are planned with teachable chunks of content ☐☐ When appropriate, lessons/units are integrated with other content areas ☐☐ When appropriate, learning targets and unit plans include district scope and sequence ☐☐ 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 (Check all that apply) ☐☐ Lesson plans align to grade level standard(s) with targets and use a performance scale ☐☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level ☐☐ Planned and completed student assignments/work require practice with complex text and its academic language ☐☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices ☐☐ Planned and completed student assignments/work demonstrate grounding in real-world application ☐☐ Planned and completed student assignments/work demonstrate how 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 (Check all that apply)

☐☐ Plans identify how to use traditional resources such as text books, 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 (Check all that apply)

☐☐ Traditional resources are appropriately aligned to grade level standards

- Text books
- 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 (Check all that apply)

- ☐☐ 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 (Check all that apply)

- ☐☐ 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.

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 (Check all that apply)

- ☐☐ 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 (Check all that apply)

- ☐☐ **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. Check all that apply.)

- ☐☐ 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 (Check all that apply)

- ☐☐ Reteach or use a new teacher technique
- ☐☐ Reorganize groups
- ☐☐ Utilize peer resources
- ☐☐ Modify the 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 the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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 (Check all that apply)

☐☐ **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. Check all that apply.)

☐☐ 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
☐☐ Reorganize groups
☐☐ Utilize peer resources
☐☐ Modify the 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.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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 (Check all that apply)

☐☐ **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. Check all that apply.)

☐☐ 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
☐☐ Reorganize groups
☐☐ Utilize peer resources
☐☐ Modify task to appropriate chunk of content
☐☐ 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.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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 (Check all that apply)

☐☐ **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. Check all that apply.)

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

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

☐☐ 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 more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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 (Check all that apply)

☐☐ **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. Check all that apply.)

☐☐ 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 (Check all that apply)

☐☐ Reteach or use a new teacher technique
☐☐ Reorganize groups
☐☐ 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.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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 (Check all that apply)

☐☐ **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. Check all that apply.)

☐☐ 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 (Check all that apply)

☐☐ Reteach or use a new teacher technique
☐☐ Reorganize groups
☐☐ 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.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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 (Check all that apply)

☐☐ **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. Check all that apply.)

☐☐ 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 (Check all that apply)

☐☐ Reteach or use a new teacher technique
☐☐ Reorganize groups
☐☐ 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.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

- ☐☐ 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 (Check all that apply)

- ☐☐ **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. Check all that apply.)

- ☐☐ 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 (Check all that apply)

- ☐☐ Reorganize groups
- ☐☐ 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.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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 (Check all that apply)

☐☐ **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. Check all that apply.)

☐☐ 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 (Check all that apply)

☐☐ Reteach or use a new teacher technique
☐☐ 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.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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 (Check all that apply)

☐☐ **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. Check all that apply.)

☐☐ 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 (Check all that apply)

☐☐ Utilize different coaching/facilitation techniques
☐☐ Reorganize groups
☐☐ 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.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

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 (Check all that apply)

☐☐ 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. Check all that apply.)

☐☐ 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 (Check all that apply)

☐☐ 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 by more than 90% of the 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 (Check all that apply)

- ☐☐ 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. Check all that apply.)

- ☐☐ 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 (Check all that apply)

- ☐☐ 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 by more than 90% of the 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 (Check all that apply)

☐☐ 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. Check all that apply.)

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

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

☐☐ Reorganize groups
☐☐ 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.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

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 (Check all that apply)

☐☐ 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. Check all that apply.)

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

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

☐☐ 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 by more than 90% of the 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 (Check all that apply)

☐☐ 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. Check all that apply.)

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

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

☐☐ Vary engagement technique
☐☐ Reorganize groups
☐☐ Modify task
☐☐ Utilize peer resources
☐☐ Vary 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 engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

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 (Check all that apply)

- ☐☐ 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, fist bump, 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. Check all that apply.)

- ☐☐ 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 (Check all that apply)

- ☐☐ 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 by more than 90% of the students.

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 (Check all that apply)

☐☐ 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. Check all that apply.)

☐☐ 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 (Check all that apply)

☐☐ 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 by more than 90% of the students.

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 (Check all that apply)

☐☐ 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.

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 (Check all that apply)

- ☐☐ 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.

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 (Check all that apply)

- ☐☐ 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.

Appendix C – Student Performance Measures

Student Performance Measures

Student Performance Measure:
All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If there are three years of data available a weighted average of the student growth scores based on student enrollment will be applied. If less than the three most recent years of data are available, those years for which data are available will be used. The table below displays a list of courses, associated assessment and student growth calculation method, respectfully. Additionally, teachers and principals shall refer to the SDOC created Course & Assessment List which is housed on the SDOC website and can be easily accessed through the following link: http://www.osceolaschools.net/employees/employee_evaluation_system/

*****Please scroll down to see the entire contents of this spreadsheet*****

Any course not listed below should have a Teacher Created/Principal Approved Pre/Post Test OR Pre/Post Optional if available

State or District Assigned

Content Area	M/H	Course ID	Course Title	Associated Exam	Teacher Evaluation Model
Science	H	2000310	BIO 1	EOC - Biology	District Model
Science	MH	2000320	BIO 1 HON	EOC - Biology	District Model
Science	H	2000800	FL PRE-IB BIO 1	EOC - Biology	District Model
Science	M	2000850	IB MYP BIOLOGY	EOC - Biology	District Model
Science	H	2000322	PRE-AICE BIO IG	EOC - Biology	District Model
Social Studies	M	2106010	M/J Civics	EOC - Civics	District Model
Social Studies	M	2106020	M/J Civics Adv	EOC - Civics	District Model
Social Studies	M	2106016	M/J Civics & Career Planning	EOC-Civics	District Model
Social Studies	M	2106027	M/J IB Myp Civ Adv	EOC - Civics	District Model
Social Studies	M	2100045	M/J US HIST & CIVICS	EOC - Civics	District Model
Math	H	1206310	Geo	EOC - Geometry	District Model
Math	H	1206320	GEO HON	EOC - Geometry	District Model
Math	M	1206810	IB MYP GEOM	EOC - Geometry	District Model
Math	H	1209820	Pre-AICE Math 2	EOC - Geometry	District Model
Social Studies	H	2100310	US HIST	EOC - US History	District Model
Social Studies	H	2100320	US HIST HON	EOC - US History	District Model
Science	M	2002100	M/J Comprehensive Science 3	SSA	District Model
Science	M	2002110	M/J Comprehensive Science 3, Advanced	SSA	District Model
Science	M	2002120	M/J IB MYP Comprehensive Science 3	SSA	District Model
Science	M	2003320	PHYSICAL SCIENCE HONORS	SSA	District Model
ELA	H	1008320	Adv Read	FSA - ELA	State VAM
Content Area	**M/H**	**Course ID**	**Course Title**	**Associated Exam**	**Teacher Evaluation Model**

ELA	H	1001310	ENG 1	FSA - ELA	State VAM
ELA	H	1001340	ENG 2	FSA - ELA	State VAM
ELA	H	1001320	ENG HON 1	FSA - ELA	State VAM
ELA	H	1001350	ENG HON 2	FSA - ELA	State VAM
ELA	H	1001370	ENG 3	SAT	District Model
ELA	H	1001380	ENG HON 3	SAT	District Model
ELA	H	1001400	ENG 4	SAT	District Model
ELA	H	1001410	ENG HON 4	SAT	District Model
ELA	H	1001800	FL PRE-IB ENG 1	FSA - ELA	State VAM
ELA	H	1001810	FL PRE-IB ENG 2	FSA - ELA	State VAM
ELA	H	1000400	INTENS LANG ARTS	FSA - ELA	State VAM
ELA	M	1001840	IB MYP English 1	FSA - ELA	State VAM
ELA	M	1002181	M/J DE LA ESOL-READ	FSA - ELA	State VAM
ELA	M	1002180	M/J DE LANG ART ESOL	FSA - ELA	State VAM
ELA	M	1001030	M/J IB LANG ARTS 1	FSA - ELA	State VAM
ELA	M	1001060	M/J IB LANG ARTS 2	FSA - ELA	State VAM
ELA	M	1001090	M/J IB LANG ARTS 3	FSA - ELA	State VAM
ELA	M	1000000	M/J INTENS LANG ARTS	FSA - ELA	State VAM
ELA	M	1000010	M/J INTENS READ (MC)	FSA - ELA	State VAM
ELA	M	1001010	M/J LANG ARTS 1	FSA - ELA	State VAM
ELA	M	1002000	M/J Lang Arts 1 Esol	FSA - ELA	State VAM
ELA	M	1001020	M/J Lang Arts 1, Adv	FSA - ELA	State VAM
ELA	M	1001040	M/J Lang Arts 2	FSA - ELA	State VAM
ELA	M	1002010	M/J Lang Arts 2 Esol	FSA - ELA	State VAM
ELA	M	1001050	M/J Lang Arts 2, Adv	FSA - ELA	State VAM
ELA	M	1001070	M/J LANG ARTS 3	FSA - ELA	State VAM
ELA	M	1002020	M/J Lang Arts 3 Esol	FSA - ELA	State VAM
ELA	M	1001080	M/J Lang Arts 3, Adv	FSA - ELA	State VAM
ELA	M	1008010	M/J READ 1	FSA - ELA	State VAM
Content Area	**M/H**	**Course ID**	**Course Title**	**Associated Exam**	**Teacher Evaluation Model**
ELA	M	1008020	M/J READ 1 ADV	FSA - ELA	State VAM
ELA	M	1008040	M/J Read 2	FSA - ELA	State VAM
ELA	M	1008050	M/J READ 2 ADV	FSA - ELA	State VAM

ELA	M	1008070	M/J READ 3	FSA - ELA	State VAM
ELA	M	1008080	M/J READ 3 ADV	FSA - ELA	State VAM
ELA	H	1001560	Pre - AICE English L	FSA - ELA	State VAM
ELA	H	1005380	Pre-AICE Eng Lit	FSA - ELA	State VAM
ELA	H	1008300	READ 1	FSA - ELA	State VAM
ELA	H	1008310	Read 2	FSA - ELA	State VAM
ELA	H	1008330	Read 3	FSA - ELA	State VAM
ELA	M	1000020	MJ Int. Read & Car. Plan	FSA - ELA	State VAM
ELA	M	1001025	MJ Eng 1 Cam Sec 1	FSA - ELA	State VAM
ELA	M	1001055	MJ Eng 2 Cam Sec 1	FSA - ELA	State VAM
ELA	M	1001085	MJ Eng 3 Cam Sec 1	FSA - ELA	State VAM
ELA	H	1001550	AICE English Language	FSA - ELA	State VAM
ELA	H	1001555	AICE English Language and Literature	FSA - ELA	State VAM
ELA	H	1002300	English 1 through ESOL	FSA - ELA	State VAM
ELA	H	1002310	Enlgish 2 through ESOL	FSA - ELA	State VAM
ELA	H	1005370	AICE Eng Lit 1	FSA - ELA	State VAM
ELA	H	1005375	AICE Eng Lit 2	FSA - ELA	State VAM
ELA	H	1009360	AICE Gen Paper	FSA - ELA	State VAM
ELA	H	1009365	AICE Gen Paper 2	FSA - ELA	State VAM
ELA	M	1700000	M/J RESEARCH 1	FSA -ELA	District Model
ELA	M	1700010	M/J RESEARCH 2	FSA -ELA	District Model
ELA	M	1700020	M/J RESEARCH 3	FSA -ELA	District Model
Math	M	1205090	M/J IB MATH 1	FSA - Math	State VAM
Math	M	1205100	M/J IB PRE-ALGEBRA	FSA - Math	State VAM
Math	M	1204000	M/J INTENS MATH	FSA - Math	State VAM
Math	M	1205010	M/J MATH 1	FSA - Math	State VAM
Math	M	1205020	M/J Math 1 Adv	FSA - Math	State VAM
Math	M	1205040	M/J MATH 2	FSA - Math	State VAM
Content Area	**M/H**	**Course ID**	**Course Title**	**Associated Exam**	**Teacher Evaluation Model**
Math	M	1205070	M/J Grade 8 PRE-ALG (all versions without "D" as 8th digit of course code)	FSA - Math	State VAM

Math	M	1205030	MJ Math 1 Cam Sec 1	FSA - Math	State VAM
Math	M	1205050	MJ Math 2, Advanced	FSA - Math	State VAM
Math	M	1205055	MJ Math 2 Cam Sec 2	FSA - Math	State VAM
Math	M	1205060	M/J MATH 3 CAMBSEC 1	FSA - Math	State VAM
Math	M	1202371	Pre-AICE Additional Math 3	FSA - Math	State VAM
Math	M	1209700	Pre-AICE International Math-GCSE Level	FSA - Math	State VAM
Math	H	1200700	Math Coll. Readiness	PERT	District Model

AP, IB, & CTE

Content Area	M/H	Course ID	Course Title	Associated Exam	Teacher Evaluation Model
AP	H	N/A	AP Courses	AP Exam	District Model
IB	H	N/A	IB Courses with No IB Exam	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
IB	H	N/A	IB Courses with IB Exam (See tab)	IB Exam	District Model
CTE	H	N/A	CTE Courses with no Industry Certification	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
CTE	H	N/A	CTE Courses with Exam (See tab)	Industry Certification	District Model

Hybrids

Content Area	M/H	Course ID	Course Title	Associated Exam	Teacher Evaluation Model
Math	M	1205070D	M/J Grade 8 PRE-ALG (only with "D" as the 8th digit of the course code)	FSA - Math or Algebra 1 EOC	State VAM

Math	H	1200310	ALG 1	EOC - Algebra 1	State VAM (9th Only)
Math	MH	1200320	ALG 1 HON	EOC - Algebra 1	State VAM (9th Only)
Math	H	1200380	ALG 1-B	EOC - Algebra 1	State VAM (9th Only)
Math	M	1200390	IB Myp Alg 1	EOC - Algebra 1	State VAM (9th Only)
ELA	H	1007305	Speech 1	FSA ELA or Pre-Post	State VAM (9th/10th Only)
ELA	H	1007315	Speech 2	FSA ELA or Pre-Post	State VAM (9th/10th Only)
ELA	H	1000410	Intensive Reading	FSA ELA or SAT	State VAM (9th/10th Only)
Math	H	1200400	INTENS MATH	Alg EOC or PERT	Alg EOC District Model (10th)
Math	H	1207300	LIB ARTS MATH 1	Alg EOC or PERT	Alg EOC District Model (10th)

ESE Courses

Content Area	M/H	Course ID	Course Title	Associated Exam	Teacher Evaluation Model
ESE	M	7812015	Access M/J Grade 6 M	FSAA Math	District Model
ESE	M	7812020	Access M/J Grade 7 M	FSAA Math	District Model
ESE	M	7812030	Access M/J Grade 8 P	FSAA Math	District Model
ESE	M	7810011	ACCESS M/J LA 1	FSAA ELA	District Model
ESE	M	7810012	ACCESS M/J LA 2	FSAA ELA	District Model
ESE	M	7810013	ACCESS M/J LA 3	FSAA ELA	District Model
Content Area	**M/H**	**Course ID**	**Course Title**	**Associated Exam**	**Teacher Evaluation Model**
ESE	H	7912080	ACCESS ALGEBRA 1A	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
ESE	H	7912090	ACCESS ALGEBRA 1B	FSAA Algebra EOC	District Model
ESE	H	7910120	Access English 1	FSAA ELA	District Model
ESE	H	7910125	Access English 2	FSAA ELA	District Model

ESE	H	7910130	Access English 3	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
ESE	H	7910135	Access English 4	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
ESE	H	7912065	Access Geometry	FSAA Geometry EOC	District Model
ESE	H	7912070	ACCESS LIB ARTS MATH	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
ESE	H	7920015	ACCESS BIOLOGY 1	FSAA Biology EOC	District Model
ESE	M	7821023	Access M/J Civ & Cp	FSAA Civics EOC	District Model
ESE	M	7821021	ACCESS M/J CIVICS	FSAA Civics EOC	District Model
ESE	H	7921025	ACCESS US HIST	FSAA US History EOC	District Model
ESE	H	7980110	CAR PREP: 9-12	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
ESE	M	7863090	LRNG STR: 6-8	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
ESE	H	7963080	LRNG STR: 9-12	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
ESE	M	7820017	ACCESS M/J COMPSCI 3	FSAA Science	District Model
ESE	H	7965040	STUDIES STUS GIFTED	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model
ESE	M	7855040	ADV ACAD: 6-8 GIFTED	Teacher Created/Principal Approved Pre/Post Test	Pre/Post Growth Model

IB Courses

Course Number	Course Title	IB EXAM	Teacher Evaluation Model
0114825	IB VISUAL ARTS 2	IB Visual Arts SL Exam	District Model
0114835	IB VISUAL ARTS 3	IB Visual Arts HL Exam	District Model

	0200900	IB Information Technology in Global Society 2	IB ITGS SL Exam	District Model
	0200910	IB Information Technology in Global Society 3	IB ITGS HL Exam	District Model
	0300660	IB Dance 2	IB Dance SL Exam	District Model
	0300670	IB Dance 3	IB Dance HL Exam	District Model
	0400820	IB Theatre 2	IB Theatre SL Exam	District Model
	0400830	IB Theatre 3	IB Theatre HL Exam	District Model
	0701840	IB French 5	IB French SL Exam	District Model
	0701865	IB French 6	IB French HL Exam	District Model
	0701892	IB French Ab-Initio 2	IB French Ab Initio SL Exam	District Model
	0708840	IB Spanish 5	IB Spanish SL Exam	District Model
	0708865	IB Spanish 6	IB Spanish HL Exam	District Model
	0708892	IB Spanish Ab-Initio 2	IB Spanish Ab Initio SL Exam	District Model
	1001830	IB English Literature 4	IB English HL Exam	District Model
	1202810	IB Calculus/Descriptive Statistics	IB Math SL Exam	District Model
	1202830	IB Adv Calculus 1	IB Math HL Exam	District Model
	1210310	IB Statistics/Intro to Differential Calculus	IB Math Studies SL Exam	District Model
	1300818	IB Music 2	IB Music SL	District Model
	Course Number	**Course Title**	**IB EXAM**	**Teacher Evaluation Model**
	1300820	IB Music 3	IB Music HL	District Model
	2000810	IB Bio 2	IB Bio SL Exam	District Model
	2000820	IB Bio 3	IB Bio HL Exam	District Model
	2001375	IB Environmental Systems & Societies 2	IB Env. Syst SL Exam	District Model
	2003810	IB Chem 2	IB Chem SL Exam	District Model
	2003820	IB Chem 3	IB Chem HL Exam	District Model

2102820	IB Economics 2	IB Economics SL Exam	District Model
2102830	IB Economics 3	IB Economics HL Exam	District Model
2105870	IB Philosophy 2	IB Philosophy SL Exam	District Model
2105875	IB Philosophy 3	IB Philosophy HL Exam	District Model
2107810	IB Psychology 2	IB Psychology SL Exam	District Model
2107820	IB Psychology 3	IB Psychology HL Exam	District Model
2109800	IB Contemp History 1	IB History SL Exam	District Model
2109805	IB Contemp History 2	IB History HL Exam	District Model
2003845	IB Physics 2	IB Physics SL Exam	District Model
2003850	IB Physics 3	IB Physics HL Exam	District Model
2106855	IB Global Politics 2	IB Global Politics SL Exam	District Model

CTE Courses

Course Number	Course Title	Industry Certification	Teacher Evaluation Model
8506420	Pattern Design Techniques	Adobe Certified Expert - Illustrator	District Model
8506430	Fashion Design Specialist	Adobe Certified Expert - Illustrator	District Model
8757320	Nails Specialty 3	Nail Specialist License	District Model

	8909040	Principles of Teaching Internship	ParaPro	District Model
	8405110	Early Childhood Education 1	Introductory Child Care Training Certs	District Model
	8405140	Early Childhood Education 4	ECPC or Staff Credential	District Model
	8405140	Early Childhood Education 4	CDA	District Model
	8800520	Culinary Arts 2	ServSafe	District Model
	8800530	Culinary Arts 3	ServSafe	District Model
	8800540	Culinary Arts 4 (Track 1)	ProStart	District Model
	8417130	Allied Health Assisting 3	Cert Patient Care Tech.	District Model
	8417130	Allied Health Assisting 3	Certified Phlebotomy Tech	District Model
	8417130	Allied Health Assisting 3	CMAA	District Model
	8417130	Allied Health Assisting 3	Certified Electronic Health Records	District Model
	8417160	Electrocardiograph Aide 3	Certified EKG Technician (CET)	District Model
	8427130	Electrocardiograph Technician 3	Certified EKG Technician (CET)	District Model
	8417210	Nursing Assistant 3	Certified Nursing Assistant (CNA)	District Model
	8418210	Pharmacy Technician 7	Certified Pharmacy Technician	District Model
	8708130	Medical Innovations	Bio technician Assistant	District Model
	Course Number	**Course Title**	**Industry Certification**	**Teacher Evaluation Model**
	8207310	Digital Information Technology	Microsoft Office Specialist (MOS)	District Model
	8207310	Digital Information Technology (One School Only)	Certified Internet Web Internet Business Associate	District Model
	8209610	Digital Design 1	Adobe Certified Associate (InDesign)	District Model

8209620	Digital Design 2	Adobe Certified Associate (Illustrator)	District Model
8209630	Digital Design 3	Adobe Photoshop Expert (ACE)	District Model
8209640	Digital Design 4	Adobe Photoshop Creative Cloud (ACA)	District Model
8210410	Digital Video Technology 1	Adobe Certified Associate (ACA) Video Communication with Adobe - Premiere Pro	District Model
8210420	Digital Video Technology 2	Adobe After Effects Expert	District Model
8201510	Television Production Technology 1	Adobe Certified Associate (ACA) Video Communication with Adobe - Premiere Pro	District Model
8201520	Television Production Technology 2	Adobe After Effects Expert	District Model
8772310	Digital Audio Production 1	Apple Certified Pro (ACP)-Logic Pro X	District Model
8718010	Commercial Art Technology 1	Adobe Photoshop Creative Cloud (ACA)	District Model
Course Number	**Course Title**	**Industry Certification**	**Teacher Evaluation Model**
8718020	Commercial Art Technology 2	Adobe Certified Expert (Photoshop)	District Model
8718110	3-D Animation Technology 1	Adobe Certified Associate (Flash/animate)	District Model
8718120	3-D Animation Technology 2	Adobe Certified Associate (Illustrator)	District Model

	8718130	3-D Animation Technology 3	Adobe Photoshop Creative Cloud (ACA)	District Model
	8772010	Commercial Photography Technology 1	Adobe Photoshop Creative Cloud (ACA)	District Model
	8772020	Commercial Photography Technology 2	Adobe Certified Expert (Photoshop)	District Model
	8201310	Digital Photography 1	Adobe Photoshop Creative Cloud (ACA)	District Model
	8201320	Digital Photography 2	Adobe Certified Expert (Photoshop)	District Model
	1006300	Journalism I	Microsoft Office Specialist (MOS)	District Model
	8209510	Digital Design 1	Adobe Certified Associate (InDesign)	District Model
	9001110	Foundations of Web Design	Adobe Certified Associate (ACA) Dreamweaver	District Model
	8201210	Digital Media/Multimedia Foundations 1	Adobe Certified Associate (ACA) - Premiere Pro	District Model
	8201220	Digital Media/Multimedia Foundations 2	Adobe After Effects Expert	District Model
	Course Number	**Course Title**	**Industry Certification**	**Teacher Evaluation Model**
	8201230	Digital Media/Multimedia Foundations 3	Apple Certified ProX(ACP)-Final Cut Pro	District Model
	8207310	Digital Information Technology	Microsoft Office Specialist (MOS)	District Model
	8203310	Accounting Applications 1	QuickBooks Certified User	District Model
	8207310	Digital Information Technology	Microsoft Office Specialist (MOS)	District Model
	8203310	Accounting Applications 1	QuickBooks Certified User	District Model

	8217110	Custom Promotion Layout Design	Adobe Certified Associate (InDesign)	District Model
	8217111	Custom Promotion Layout Design	Adobe Photoshop Creative Cloud (ACA)	District Model
	8217120	Promotional Design Management	Adobe Photoshop Creative Cloud (ACA)	District Model
	9001210	CSIT Foundations	CompTIA A+	District Model
	8208110	Game & Simulations Foundations	Adobe Certified Associate (Flash/Animate)	District Model
	8208120	Game & Simulation Design	Adobe Photoshop Creative Cloud (ACA)	District Model
	8208110	Game & Simulations Foundations	Adobe Certified Associate (Flash/Animate)	District Model
	8208120	Game & Simulation Design	Adobe Photoshop Creative Cloud (ACA)	District Model
	9003410	Computer Fundamentals or	Microsoft Technology Associate (MTA) Security Fund.	District Model
	Course Number	**Course Title**	**Industry Certification**	**Teacher Evaluation Model**
	9003420	Web Technologies	Microsoft Technology Association (MTA) Networking Fund.	District Model
	9001520	Network Engineering & Support	Cisco Certified Network Associate (CCNA)	District Model
	8207310	Digital Information Technology	Microsoft Office Specialist (MOS)	District Model

	9001320	Computer & Network Security Fundamentals	Microsoft Technology Associate (MTA) Security Fund.	District Model
	9001330	Cybersecurity Essentials	Microsoft Technology Association (MTA) Networking Fund.	District Model
	8207020	Networking 1	Comp TIA A+	District Model
	8207030	Networking 2 Infrastructure	Comp TIA Network+	District Model
	8207040	Networking 3 Infrastructure	Comp TIA Security+	District Model
	9001120	User Interface	Adobe Certified Associate (Dreamweaver	District Model
	9001130	Web Scripting Fundamentals	Adobe Certified Associate (Photoshop CC)	District Model
	8827110	Marketing Essentials	Adobe Certified Associate (InDesign)	District Model
	8827120	Marketing Applications	Adobe Certified Associate (Illustrator)	District Model
	8812000	Business Ownership	Adobe Certified Associate(ACA) Photoshop CC	District Model
	Course Number	**Course Title**	**Industry Certification**	**Teacher Evaluation Model**
	8812110	Principles of Entrepreneurship	Adobe Certified Associate (InDesign)	District Model
	8812000	Business Ownership	Adobe Certified Associate(ACA) Photoshop CC	District Model
	8850110	Introduction to Hospitality and Tourism	Microsoft Office Specialist (MOS)	District Model
	8703130	Hospitality & Tourism Entrepreneurship	Certified Front Desk Supervisor	District Model

	8703130	Hospitality & Tourism Entrepreneurship	ServSafe	District Model
	9540310	Electronics Fundamentals 1	Avionics Electronics Technician	District Model
	9504310	Avionics Fundamentals 1	Avionics Electronics Technician	District Model
	9410110	Foundations of Robotics	Autodesk Certified User-Inventor	District Model
	9410120	Robotic Design Essentials	Certified Solidworks Associate (CSWA)	District Model
	9410130	Robotic Systems	Manufacturing Skill Standards Council MSSC (CPT)	District Model
	8401010	Technical Design 1	Autodesk Certified User-Auto CAD	District Model
	8401020	Technical Design 2	Certified Solidworks Associate (CSWA)	District Model
	8401030	Technical Design 3	Chief Architect User Certification	District Model
	Course Number	**Course Title**	**Industry Certification**	**Teacher Evaluation Model**
	8600910	Electronics Technology I	Avionics Electronics Technician	District Model
	8401110	Applied Engineering Technology 1	MSSC Certified Production Technician (CPT)	District Model
	8401110	Applied Engineering Technology 1	Certified Solidworks Associate (CSWA)	District Model
	8600550	Introduction to Engineering Design	MSSC Certified Production Technician (CPT)	District Model

	8600550	Introduction to Engineering Design	Certified Solidworks Associate (CSWA)	District Model
	8106210	Animal Science and Services 2	Animal Science Certification	District Model
	8106210	Animal Science and Services 2	Agricultural Technician Certification	District Model
	8005233	Agricultural use of UAS Technology/	Small UAS Safety Certification	District Model
	8005233	Agricultural use of UAS Technology/	UAS Precision Agriculture Specialist	District Model
	8219210	Food Science Applications 2	ServSafe	District Model
	8219220	Food Science Applications 3	Certified Food Safety Manager	District Model
	812520	Horticulture Science 3	Certified Horticulture Professional	District Model
	8111520	Veterinary Assisting 4	Certified Veterinary Assistant	District Model
	8111530	Veterinary Assisting 5	Certified Veterinary Assistant	District Model
	Course Number	**Course Title**	**Industry Certification**	**Teacher Evaluation Model**
	8918040	Criminal Justice Operations 4 (Track 1)	Private Security Certification	District Model
	8722610	Masonry 2	Concrete Finishing Level 1 *Requires NCCCER Core	District Model
	8722610	Masonry 2	Masonry Level 1	District Model
	8722620	Masonry 2	Masonry Level 2	District Model
	8772630	Masonry 3	Masonry Level 3	District Model

	8720320	Building Construction Technologies 2	Carpentry Level 1 *Requires NCCER Core in BCT 1	District Model
	8720330	Building Construction Technologies 3	Carpentry Level 2	District Model
	8720340	Building Construction Technologies 4	Carpentry Level 3	District Model
	9504110	Automotive Maintenance and Light Repair 1	Automotive Service Technology	District Model
	9504120	Automotive Maintenance and Light Repair 2	Electrical / Electronic Systems	District Model
	9504130	Automotive Maintenance and Light Repair 3	Brakes	District Model
	9504130	Automotive Maintenance and Light Repair 3	Suspension & Steering	District Model
	9504140	Automotive Maintenance and Light Repair 4	Automatic Transmission Transaxle	District Model
	9504140	Automotive Maintenance and Light Repair 4	Engine Performance	District Model
	9504140	Automotive Maintenance and Light Repair 4	Engine Repair	District Model
	Course Number	**Course Title**	**Industry Certification**	**Teacher Evaluation Model**
	9504140	Automotive Maintenance and Light Repair 4	Heating and Air Conditioning	District Model
	9504140	Automotive Maintenance and Light Repair 4	Manual Drive Train and Axels	District Model
	9504140	Automotive Maintenance and Light Repair 4	Florida Automobile Dealers Assn (FADA) Certified Tech	District Model

Osceola Teacher Evaluation Models

A) EOC Course, Liberal Arts Math, Math for College Readiness, Intensive Reading (11th & 12th), K-3 Math & ELA, and FSSA course teachers (Assessment: State EOC, PERT, FSSA, District EOY or SAT)

1) Identify all *non-charter* teachers within district who have a student growth tied to a district model. Utilize both semester- and year-long courses.
2) Identify students attached to teacher for survey 2 or survey 3 (union of both groups, not intersection) using the state roster verification file (students must be school-level survey 2/3 match).
3) Retrieve prior year and current year assessment scores.
4) Remove students without current year assessment scores.
5) Remove charter school students (except those from Bellalago, if applicable).
6) Calculate the average student scale score for each of the individual assessment and grade level if applicable. Combine courses (prior to calculating averages) if they share the same course description and assessment, e.g., Pre-IB Biology and Biology Honors
7) Calculate the standard deviation for each unique assessment.
8) Based on the *prior year scores* deemed appropriate for the current course, separate students into five different groups (i.e., L1 students, L2 students, L3 students, L4 students, and L5 students). Students missing prior year scores should be assigned to groups based on other demographic variables (ESE, LY, gifted).
9) Calculate the average current year assessment score for each of the five groups.
10) Determine which group's average most closely matches the overall average. The corresponding column in the matrix will direct the next calculations.

    Example: For U.S. History, the average EOC scale score was calculated to be 408. For the prior year L1 ELA group, the average U.S. History EOC scale score was calculated to be 399. For the prior year L2 ELA group, the average EOC score was 403. For the prior year L3 ELA group, the average EOC score was 407. For the prior year L4 ELA group, the average EOC score was 412. For the prior year L5 ELA group, the average EOC was 419. Because the prior year L3 group (with a score of 407) had the closest score to the overall average (of 408), the corresponding column would be the L3 column.

11) Calculate a predicted assessment score for each student using the rules in the identified column. The row identifies the prior year group to which the student was assigned.

PREDICTED SCORE MATRIX					
	Group Nearest to Course Mean				
Student's Prior Year Performance Level	**Prior Year L1 Group**	**Prior Year L2 Group**	**Prior Year L3 Group**	**Prior Year L4 Group**	**Prior Year L5 Group**
Level 1 Student (or ELL/SWD Student With No Score)	Course Mean	Course Mean - 0.5 S.D.	Course Mean - 1 S.D.	Course Mean -1.5 S.D.	Course Mean -1.5 S.D.
Level 2 Student	Course Mean + 0.5 S.D.	Course Mean	Course Mean - 0.5 S.D.	Course Mean - 1 S.D.	Course Mean -1.5 S.D.
Level 3 Student (or Student with No Score)	Course Mean + 1 S.D.	Course Mean + 0.5 S.D.	Course Mean	Course Mean - 0.5 S.D.	Course Mean - 1 S.D.
Level 4 Student	Course Mean + 1.5 S.D.	Course Mean + 1 S.D.	Course Mean + 0.5 S.D.	Course Mean	Course Mean - 0.5 S.D.
Level 5 Student (or Gifted Student with No Score)	Course Mean + 1.5 S.D.	Course Mean + 1.5 S.D.	Course Mean + 1 S.D.	Course Mean + 0.5 S.D.	Course Mean

12) Calculate the difference between each student's actual scale score and the predicted score.
13) Count the number of students whose actual score was equal to or higher than the predicted score. This is the teacher's numerator. Each student assigned to the teacher per the requirements above counts in the teacher's denominator.
14) Determine rating cut-scores for each course (or course combination). To do this, first calculate the growth percentage for each teacher based on the numerator and denominator determined in step 13 (exclude teachers with 5 or fewer students). Using the growth percentages, order teachers from lowest to highest. Determine rating cut-scores and ranges for each course (or course combination) by matching this distribution as closely as possible:

U	10% of teachers
NI or U	20% of teachers (cumulatively)
E, NI, or U	85% of teachers (cumulatively)

C) AP Teachers (Assessment: Course AP Exam)

1) Identify all teachers in the district who teach AP Courses
2) Identify all students attached to each teacher who were on teacher's roster for Survey 3 **AND** whose marking period in FOCUS is listed as Semester 2 or Full Year. Also, identify all students attached to each teacher who were on teacher's roster for Survey 2 **AND** whose marking period in FOCUS is listed as Semester 1.
3) Obtain AP scores for each student.
4) Calculate the percentage of students attached to each teacher who scored a 2 or higher on the AP exam. The students identified in step 2 make up the teacher's denominator.
5) Assign each teacher a rating based on the following ranges:

Percent of Students Scoring a L2 or Above	Evaluation Rating
0% - 4%	Unsatisfactory
5% - 24%	Needs Improvement
25% - 64%	Effective
65% - 100%	Highly Effective

D) IB Teachers (Assessment: Course IB Exam)

1) Identify all teachers in the district who teach the following courses where the first 7 digits of the course code are as follows:

Course ID	Course Name	IB Exam Name
0114825	IB VISUAL ARTS 2	IB Visual Arts SL Exam
0114835	IB VISUAL ARTS 3	IB Visual Arts HL Exam
0200900	IB Information Technology in Global Society 2	IB ITGS SL Exam
0200910	IB Information Technology in Global Society 3	IB ITGS HL Exam
0300660	IB Dance 2	IB Dance SL Exam
0300670	IB Dance 3	IB Dance HL Exam
0400820	IB Theatre 2	IB Theatre SL Exam
0400830	IB Theatre 3	IB Theatre HL Exam
0701840	IB French 5	IB French SL Exam
0701865	IB French 6	IB French HL Exam
0701892	IB French Ab-Initio 2	IB French Ab Initio SL Exam
0708840	IB Spanish 5	IB Spanish SL Exam
0708865	IB Spanish 6	IB Spanish HL Exam
0708892	IB Spanish Ab-Initio 2	IB Spanish Ab Initio SL Exam
1001830	IB English Literature 4	IB English HL Exam
1202810	IB Calculus/Descriptive Statistics	IB Math SL Exam
1202830	IB Adv Calculus 1	IB Math HL Exam

1210310	IB Statistics/Intro to Differential Calculus	IB Math Studies SL Exam
1300818	IB Music 2	IB Music SL
1300820	IB Music 3	IB Music HL
2000810	IB Bio 2	IB Bio SL Exam
2000820	IB Bio 3	IB Bio HL Exam
2001375	IB Environmental Systems & Societies 2	IB Env. Syst SL Exam
2003810	IB Chem 2	IB Chem SL Exam
2003820	IB Chem 3	IB Chem HL Exam
2102820	IB Economics 2	IB Economics SL Exam
2102830	IB Economics 3	IB Economics HL Exam
2105870	IB Philosophy 2	IB Philosophy SL Exam
2105875	IB Philosophy 3	IB Philosophy HL Exam
2107810	IB Psychology 2	IB Psychology SL Exam
2107820	IB Psychology 3	IB Psychology HL Exam
2109800	IB Contemp History 1	IB History SL Exam
2109805	IB Contemp History 2	IB History HL Exam

2) Identify all students attached to each teacher who were on teacher's roster for Survey 3 **AND** Marking Period is listed as Semester 2 or Full Year. Also identify all students attached to each teacher who were on teacher's roster for Survey 2 **AND** Marking Period is listed as Semester 1.
3) Obtain IB scores for each student.
4) Calculate the percentage of students attached to each teacher who scored a 2 or higher on the IB exam. The students identified in step 2 make up the teacher's denominator.
5) Assign each teacher a rating based on the following ranges:

Percent Meet or Exceed Cut Score	Evaluation Score
0% - 4%	Unsatisfactory
5% - 24%	Needs Improvement
25% - 64%	Effective
65% - 100%	Highly Effective

Teacher Selected/Created Pre-Post, Principal Approved Pre-Post Test Details

At present, a classroom teacher who is assigned courses aligned with the Teacher selected/created, Principal approved performance measure, he or she may choose to create his or her own tests within the required criteria in the remainder of this section.

However, per Section 1012.34 (7), Florida Statute (Appendix I), as state and district assessments and student achievement measures become available, instructional employees shall be required to use different measures than those choices listed in this section.

Selecting a Valid and Reliable Pre-Test and Post-Test to Obtain the Student Learning Growth Measure

- The administrator and the classroom teacher who is assigned to a grade level or content area that is NOT assessed on a statewide or districtwide assessment shall agree upon an appropriate

content area assessment to measure Student Learning Growth of the students assigned to the classroom teacher.

- School administrators and classroom teachers, as defined in the first paragraph of this subsection, may consult jointly with additional resource staff or peers for recommendations regarding appropriate assessments.

Required Criteria for Selected Assessments

- The selected assessment must:
  - be available for use at a minimum of twice per school year as a pre-test and a post-test, or
  - have student data available for at least two consecutive years.

- The selected assessment may be:
  - a test taken from the district-adopted textbook program materials;
  - a classroom teacher-created test using questions from an item bank from the district-adopted textbook program materials;
  - a classroom teacher-created test using questions from the teacher item bank (e.g., NOT the secure district item bank) from the Local Instructional Improvement System or similar technology.
  - an appropriate standardized test that
    - ✓ can be administered more than once per school year or
    - ✓ for which student data is available for at least two consecutive years for the same student and content area (e.g., SAT-10, Career & Technical Education Industry Certification Exams, etc.).

- If an instructional employee chooses to create his or her own pre-test or post-test, the administration window of either test shall not exceed four (4) weeks.

- Instructional employees are responsible for their own data analysis of any selected test and should plan for at least two (2) weeks in order to complete data analysis of any selected test.

- The administrator and classroom teacher shall agree upon an appropriate content area assessment that must be a *valid*, *reliable*, and *academically rigorous* measure of student learning growth as defined below.

- The classroom teacher will provide school administration with the pre-test, answer key, student roster and scores within the first nine (9) weeks of school.

- For the final evaluation meeting with the principal, the classroom teacher shall bring:

  - The roster of student baseline/ pre-test and summative/ post-test scores;
  - All related student answer documents; **AND**
  - Copies of the baseline/ pre-test and summative/ post-test used (unless the test is a state or district secured document).

- A district computer program shall combine the Student Learning Growth Value, and other applicable metrics to compute the classroom teacher's final summative evaluation score.

- An opportunity for review, clarification, and if necessary, corrections shall occur no later than the time of the final evaluation meeting with the principal.

a. *Validity*

Validity is the extent to which a test measures what it claims to measure. For Florida classroom teachers, content validity means the degree to which a test assesses the Florida Standards. Detailed descriptions of the courses and associated standards can be found at the following link.

http://www.cpalms.org/Public/

Just as state assessments used for accountability purposes, all test items must be in multiple-choice format with four (4) answer choices unless a student is eligible for alternate assessments with more appropriate formats.

b. *Reliability*

Reliability means that a test yields consistent measures when given over time. Assessment research shows that longer tests produce more reliable results than very brief quizzes. The following ranges for the number of questions shall apply strictly to teacher-created tests; however, the ranges are flexible for district assessments, textbook publisher summative assessments, and standardized assessments.

Required Ranges for Number of Questions

- ✓ Grades K-2, 10-20 questions
- ✓ Grades 3-5, 25-40 questions
- ✓ Grades 6-8, 35-50 questions
- ✓ Grades 9-12, 35-50 questions

c. *Academic Rigor*

Academic rigor means that a test measures content, applied skills, and critical thinking skills at an appropriate level of difficulty that differentiates it from other content areas and/ or grade levels that precede it in an established curriculum sequence.

Other Criteria

- Best practices for test administration include:
- ✓ Unless there are extenuating circumstances that prevent it, both the pre-test and the post-test shall be administered in the same format (e.g., paper, online);
- ✓ Mixing of testing formats from pre-test to post-test shall be avoided;
- ✓ Unless there are extenuating circumstances that prevent it, the method for administration for both the pre-test and the post-test shall be the same;
- ✓ Students shall be given an opportunity to experience online testing before actual testing for evaluation purposes.

- If a valid and reliable subject area test is not available or is too difficult to develop, then the classroom teacher shall default to using the available district assessment that is most appropriate for their teaching assignment.

- If valid and reliable subject area test results are not available due to any circumstances beyond the classroom teacher's control, then the classroom teacher shall default to using the available results for his or her students of record on the district assessment that is most appropriate for his or her teaching assignment.

- If valid and reliable subject area test results are not available due to any testing irregularities or improprieties, due process shall be enacted. If the employees testing irregularities result in neglect or willful disregard, then the employee's student growth measure will result in a zero (0) and the final summative evaluation will not result in a score of Effective or Highly Effective.

- A default student growth score of a 3 may be applied to an instructor's final evaluation when otherwise no score would be generated (upon review and approval from district designee) for the following reasons:

    a. The instructor was hired during the third quarter of the school year,
    b. The instructor was on district approved leave for an extended period of time
    c. The instructor was administratively assigned for an extended period of time

- As the Florida Department of Education provides more technical assistance and Value Added Model measures for statewide assessments of additional content areas (e.g., End of Course Exams), district administration shall revise these procedures to reflect such changes on at least an annual basis.

Calculating the Teacher Selected/Created, Principal Approved Pre-Post Test Model

- The classroom teacher will administer the assessment and collect individual student **baseline scores** (e.g., pre-test).

- The classroom teacher will administer the assessment and collect individual student **summative scores** (e.g., post-test).

- To determine the **Student Growth Measure Denominator**, the classroom teacher will count the number of individual students who have <u>both</u> baseline/ pre-test <u>and</u> summative/ post-test scores.
    - If a student enrolls later or withdraws and misses either the pre-test or the post-test, then the classroom teacher will remove the student from the count in the denominator.

- To determine the **Student Growth Measure Numerator**, the classroom teacher will count the number of individual students whose summative scores are greater than their baseline scores.
    - If a student maintains the same score, then the classroom teacher will NOT count the student in the numerator.
        - In the event the student receives a 100% on the baseline score, the teacher may count the student in the numerator given their post-test or summative score remains the same (100%).

- To compute the **Student Growth Measure Value**, the classroom teacher will divide the numerator in Step 5 by the denominator in Step 4 and multiply the quotient by 100 to convert

it to a percentage. The classroom teacher will round up the resulting percentage to the next highest whole number (e.g., 55.45 = 56).

- A sample Student Growth Measure Value computation and points earned appears on the last page of this section.

- A district computer program shall compute the classroom teacher's points earned toward the Teacher selected/created, principal approved pre and post-test Student Learning Growth Value using the following scale:

75% to 100% increase in student scores (e.g., equal to or greater than three-quarters of the classroom teacher's students)	**= 4 points**
50% to 74% increase in student scores (e.g., equal to or greater than one-half, but less than three quarters, of the classroom teacher's students)	**= 3 points**
25% to 49% increase in student scores (e.g., equal to or greater than one-quarter, but less than one-half, of the classroom teacher's students)	**= 2 points**
1% to 24% increase in student scores (e.g., greater than none, but less than one-quarter, of the classroom teacher's students)	**= 1 point**
0% increase in student scores (e.g., none of the classroom teacher's students)	**= 0 points**

Sample Student Learning Growth Value Computation and Points Earned
Sample Classroom Teacher's Student Roster

Student	Baseline Score	Summative Score	Difference	Counts for Numerator?	Counts for Denominator?
Student 1	90	100	10	YES	YES
Student 2	75	--	N/A	N/A	N/A
Student 3	20	50	30	YES	YES
Student 4	80	90	10	YES	YES
Student 5	75	80	5	YES	YES
Student 6	70	--	N/A	N/A	N/A

Student 7	**65**	**70**	**5**	**YES**	**YES**
Student 8	**--**	**70**	**N/A**	**N/A**	**N/A**
Student 9	**95**	**90**	**-5**	**NO**	**YES**
Student 10	**10**	**60**	**50**	**YES**	**YES**
Student 11	**--**	**40**	**N/A**	**N/A**	**N/A**
Student 12	**100**	**100**	**0**	**YES**	**YES**
Student 13	**--**	**60**	**N/A**	**N/A**	**N/A**
Student 14	**90**	**85**	**-5**	**NO**	**YES**
Student 15	**35**	**75**	**40**	**YES**	**YES**
Student 16	**55**	**50**	**-5**	**NO**	**YES**
Student 17	**60**	**80**	**20**	**YES**	**YES**
Student 18	**70**	**85**	**15**	**YES**	**YES**
Student 19	**60**	**80**	**20**	**YES**	**YES**
Student 20	**20**	**65**	**45**	**YES**	**YES**
• **Total Individual Students Who Increased Their Scores (e.g., "YES")**					**12**
• **Total Individual Students with Both Baseline and Summative Scores**					**15**
• **Student Learning Growth Value**					**80%**
• **Student Learning Growth Value Point(s) Earned**					**4**

Test Security

- For any local assessment to be used for the employee evaluation purposes defined in this document, instructional employees shall follow basic test administration and security procedures.

- Instructional employees who administer any local assessments for the employee evaluation purposes defined in this document shall sign the Test Administration and Security Agreement form included in this section. Each district department or school administration shall be responsible for maintaining a record of this form for each employee as appropriate.

- The appropriate test security form to be used is on the following page.

The School District of Osceola County, Florida

Test Administration and Security Agreement for Assessments Used for Employee Evaluation Purposes

Per Florida State Board of Education Rule 6A-10.042, FAC, Sections 1008.22 and 1008.24, Florida Statutes, shall also apply to anyone involved in the administration of any student assessment used for employee evaluation purposes in The School District of Osceola County.

Florida law prohibits activities that may threaten the integrity of the test including, but not limited to, the following examples:

- Revealing or giving students access to tests, individual test items, or test answer keys prior to testing;
- Coaching students during testing or altering or interfering with students' responses during or after testing;
- Explaining or reading test items for students;
- Copying, reproducing, or using in any manner inconsistent with basic test security rules all or any portion of any test booklet;
- Failing to follow basic test security rules for distribution and return of tests as directed;
- Failing to account for all test materials before, during, and after testing;
- Causing student achievement to be inaccurately measured or reported;
- Failing to follow test administration directions;
- Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in state law or district policy regarding testing or any additional activity which could result in the inaccurate measurement or reporting of the students'/ examinees' achievement; or
- Failing to report test administration violations, test security violations, or any additional activity which could result in the inaccurate measurement or reporting of the students'/ examinees' achievement.

If any of the above examples are allowable accommodations for students with current IEPs, Section 504 plans, or ELL plans, test administrators are permitted to provide the accommodation(s) per district procedures.

The security of all test materials must be maintained before, during, and after the test administration. After any administration, initial OR make-up, the teacher must place and secure test materials in locked storage.

Inappropriate actions by district or school employees will result in further investigation and possible loss of teaching certification.

I have received adequate training regarding the administration of the assessment to be used for employee evaluation purposes and have read the Florida Test Security Statute, State Board of Education Rule, and the essential information and instructions for the assessment. I agree to administer the assessment according to these procedures.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of the assessment to be used for employee evaluation purposes and/ or that would cause student achievement to be inaccurately represented.

School/ Facility Name: _____

School/ Facility Number: _____

Print Employee's Name: _____

Employee's Florida Professional Educator's Certificate Number: _____

Employee's Signature: _____

Date: _____

Appendix D – Summative Evaluation Forms

Final Evaluation for Practice HS 1 Teacher *Finished*

Learner: Practice HS 1 Teacher
Evaluator: Test Admin
Evaluation Category: Category III
Observation Period: Aug 1, 2018 to Jun 28, 2019 America/New York
Date Submitted: May 10, 2019

Learner UUID: 0000001
Buildings: Test School

Final Score: 2.63 - Effective

Instructional Practice	65.0%	Student Growth *Modified*	35.0%
2.43		3.0	
Needs Improvement		**Effective**	

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Formal	Oct 24, 2018 9:30:18 AM	Marzano Focused Teacher Evaluation Model	Test Admin
No	Standard	Focused	Dec 18, 2018 1:35:26 PM	Marzano Focused Teacher Evaluation Model	Practice AP
No	Standard	Focused	Mar 4, 2019 1:50:02 PM	Marzano Focused Teacher Evaluation Model	Test Admin
No	Standard	Formal	Mar 7, 2019 11:46:58 AM	Marzano Focused Teacher Evaluation Model	Test Admin
No	Standard	Focused	Mar 7, 2019 12:12:15 PM	Marzano Focused Teacher Evaluation Model	Test Admin

Final Score Scale

Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.5 - 4.0	2.0 - 3.49	1.5 - 1.99	0.0 - 1.49

Instructional Practice: 2.43 - Needs Improvement

Instructional Practice Scale

Weight: 65.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Status Score Weight: 90.0%

2.475

Growth Plan

Score: 2.0 - Needs Improvement **Weight:** 10.0%

Target Elements	Growth Score
Helping Students Engage in Cognitively Complex Tasks	1.0 - Unsatisfactory

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures *Needs Attention*

This evaluation was finished by **Test Admin** on **May 10, 2019 8:48:44 AM**. **Practice HS 1 Teacher** has not acknowledged this evaluation.

Additional Acknowledgment

Test Admin acknowledged the Instructional Practice rating on May 10, 2019 8:48:44 AM. Practice HS 1 Teacher has not yet acknowledged the Instructional Practice rating.

Test Admin acknowledged the Final Score rating on May 10, 2019 8:48:44 AM. Practice HS 1 Teacher has not yet acknowledged the Final Score rating.

Evaluator Signature: **Date:**

Learner Signature: **Date:**

Appendix E – Glossary of Key Instructional Employees' Evaluation System Terms

Achievement Gap - Any significant and persistent disparity in academic performance or educational attainment between different groups of students.

Category 1 Teacher – Annual instructional position hired within the first three years of employment as a teacher (which shall be counted from the most recent hire date) with the School District of Osceola County. (Contract Status PP, A0, A1, A2)

Category 2A Teacher – Annual instructional position with greater than three completed years of employment as a teacher (which shall be counted from the most recent hire date) with the School District of Osceola County. (Contract Status A3, A4, A5, A6, A7…..)

Category 2 Teacher – Employed instructional position with a contract status of Professional Service Contract (PSC) or Continuing Contract (CC) with the School District of Osceola County.

Desired Effect – The intended result of the teacher's instructional strategy upon student learning

Essential Standards – Identified Florida State Standard that serves as a foundation of learning for which the students must master for that course.

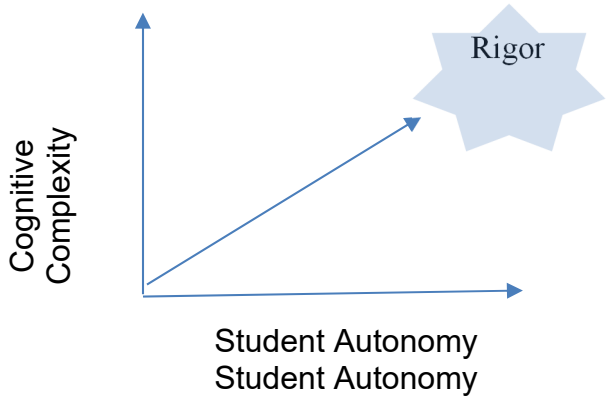
Learning Goal – The Essential Standard written as a student friendly 'I can' statement.

Learning Target (s) – Necessary skills representing a progression of learning to reach needed mastery of the full intent of the Learning Goal (Essential Standard).

Rigor –

1. In general, the level of the academic skills and independent learning that a teacher's lesson requires from students

2. More specifically, the level of cognitive complexity and student autonomy that results from the teacher's instructional practice and its direct effect upon each student's engagement and learning.



   - **Cognitive Complexity** – The level of cognitive demand that is required of the student in order to master specific academic standards

   - **Student Autonomy** – The level in which the demands of a lesson require the student to be actively involved in his or her own learning while reliant on the teacher with regulated support as a resource and interventionist to encourage productive struggle

Monitoring – The method by which a teacher checks on an ongoing basis whether students have reached the desired effect of the instructional strategy and achieved progress towards the standards-based learning target in order to provide feedback and adjust instruction as needed.

Performance Scale – A continuum that articulates learning targets relative to a specific learning goal.