

St. Lucie Public Schools

Instructional Personnel Evaluation System



Updated 5/6/2024
Updated 4/11/2025

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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Part I: Evaluation System Overview

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

The purpose of the instructional personnel evaluation system in St. Lucie Public Schools (SLPS) is to ensure effective teaching and learning that results in all students graduating equipped with the knowledge and skills to succeed in college and career. Aligned with this purpose the SLPS Instructional Personnel Evaluation System requires that all teachers are provided with the tools and opportunities to improve their instructional practice while meeting the statutory requirements in 1012.34 F. S. Each year all teachers are observed both formally and informally and provided actionable feedback. Teachers are also given opportunities to improve their teaching through deliberate practice plans (DPP) set with input from their supervisor and measured annually. The quality of teaching is evaluated annually through a combination of observations, collection of appropriate evidence and artifacts, and progress made on DPPs. Student learning is also used as a measure of instructional impact assessed growth and/or performance on state and local assessments.

Part II: Evaluation System Requirements

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

System Framework

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

Training

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

Data and Reporting

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

District Procedures

- ☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- ☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who
 - Receive two consecutive unsatisfactory evaluation ratings; or

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

District Self-Monitoring

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

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

Part III: Evaluation Procedures

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

- 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.

Table 1.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Prior to the first day of school for students (pre-school week)	Face-to-face meeting Required Online Canvas Course https://stlucie.instructure.com/enroll/NGNPPF Documents and Forms on Employee Website: https://www.stlucie.k12.fl.us/pdf/departments/human-resources/Teacher-Evaluation-System.pdf https://www.stlucie.k12.fl.us/pdf/departments/human-resources/TPAS-Information-View.pdf
Newly Hired Classroom Teachers	Prior to the first day of school for students (pre-school week)	Face-to-face meeting Required online Canvas Course https://stlucie.instructure.com/enroll/NGNPPF or Vector Training Video Documents and Forms on Employee Website: https://www.stlucie.k12.fl.us/pdf/departments/human-resources/Teacher-Evaluation-System.pdf https://www.stlucie.k12.fl.us/pdf/departments/human-resources/TPAS-Information-View.pdf
Late Hires	Within the first 5 days of being hired.	Face-to-face meeting Required online Canvas Course https://stlucie.instructure.com/enroll/NGNPPF or Vector Training Video Documents and Forms on Employee Website: https://www.stlucie.k12.fl.us/pdf/departments/human-resources/Teacher-Evaluation-System.pdf https://www.stlucie.k12.fl.us/pdf/departments/human-resources/TPAS-Information-View.pdf

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

Table 2.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers (Category 1.2, 1.3, and 2.0)			
Hired before the beginning of the school year	3 Informal 1 Formal	Informal: August through April Formal: October - April	All Observations are recorded in iObservation and immediately accessible to the teacher.
Hired after the beginning of the school year-44-98 Workdays	2 Informal 1 Formal	Informal: From hire date through April Formal: From hire date through April	All Observations are recorded in iObservation and immediately accessible to the teacher
Hired after the beginning of the school year- Less than 44 Workdays	Narrative rating with a 1 – 4 scale	Informal: April	All Observations are recorded in iObservation and immediately accessible to the teacher.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	4 Informal 2 Formal	Informal: From August through April Formal: October - April	All Observations are recorded in iObservation and immediately accessible to the teacher.
Hired after the beginning of the school year-44-98 Workdays	2 Informal 1 Formal	Informal: From hire date through April Formal: From hire date through April	All Observations are recorded in iObservation and immediately accessible to the teacher
Hired after the beginning of the school year- Less than 44 Workdays	Narrative rating with a 1 – 4 scale	Informal: April	All Observations are recorded in iObservation and immediately accessible to the teacher.

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.

Table 3

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Non-Classroom Teachers			
Hired before the beginning of the school year Worked 99-196 Days	2	January May	January -At their evaluation meeting May- Final Instructional Practice Score provided at evaluation meeting. September of Following School Year- Once VAM scores are validated and available- Final Summary Scores are provided.
Hired after the beginning of the school year Worked 98-44 Days	1	May	May- Instructional Practice Scores are communicated at evaluation meeting. September of Following School Year- Once VAM scores are validated and available- Final Summary Scores are provided.
Hired after the beginning of the school year Worked 98-44 Days	1	May	May- Instructional Practice Scores are communicated at evaluating meeting. September of Following School Year- Once VAM scores are validated and available- Final Summary Scores are provided.
Classroom Teachers			
Hired before the beginning of the school year Worked 99-196 Days	1	May	May- Instructional Practice Scores are communicated at evaluation meeting.. September of Following School Year- Once VAM scores are validated and available- Final Summary Scores are provided.
Hired after the beginning of the school year Worked 98-44 Days	1	May	May- Instructional Practice Scores are communicated. September of Following School Year- Once VAM scores are validated and available- Final Summary Scores are provided.
Hired after the beginning of the school year Worked 98-44 Days	1	May	May- Instructional Practice Scores are communicated. September of Proceeding School Year- Once VAM scores are validated and available- Final Summary Scores are provided.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	January May	January -At their evaluation meeting May- Final Instructional Practice Score provided at evaluation meeting.

			September of Following School Year- Once VAM scores are validated and available-Final Summary Scores are provided.
Hired after the beginning of the school year Worked 98-44 Days	1	May	May- Instructional Practice Scores are communicated at evaluation meeting. September of Following School Year- Once VAM scores are validated and available-Final Summary Scores are provided.
Hired after the beginning of the school year Worked 98-44 Days	1	May	May- Instructional Practice Scores are communicated at evaluating meeting. September of Following School Year- Once VAM scores are validated and available-Final Summary Scores are provided.

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.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In St. Lucie Public Schools, instructional practice accounts for **67%** of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Calculation of Instructional Practice (IP) Score: Calculation of the evaluation results uses all ratings collected in formal and informal observations conducted throughout the school year. For classroom teachers, the data collected is specified in SLPS’s Framework for Quality Instruction Domains 1 – 4. For non-classroom teachers (NCT) the data collected is specified in the NCT Evaluation Plan, Domains A – E. For both classroom and non-classroom teachers all ratings are input in the iObservation System. iObservation then calculates the IP Static score and converts it to one of four ratings as required by 1012.34 F.S. Ratings are *Unsatisfactory*, *Needs Improvement/Developing*, *Effective* and *Highly Effective*. The rubric used for this calculation is provided below:

Table 4 - Calculation of Instructional Practice Score

<i>Table 4 - Calculation of Instructional Practice Score</i>				
	1	2	3	4
Teacher Category	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective

Teachers with 3 or less years of experience in SLPS (Categories 1.1, 1.2 and 1.3)	50% or more ratings are at Level 1 or 0	Less than 60% of ratings are at Level 3 or higher and less than 50% of ratings are at Level 1 or 0 in all Domains	At least 60% of ratings are at Level 3 or higher in all Domains	At least 60% of ratings are at Level 4 and 0% of ratings are at Level 1 or 0 in all Domains
Teachers with 4 or more years of experience in SLPS (Category 2.0)	50% or more of ratings are at Level 1 or 0 for all Domains	Less than 70% of ratings are at Level 3 or higher and less than 50% of ratings are at Level 1 or 0 in all Domains	At least 70% of ratings are at Level 3 or higher in all Domains	At least 70% of ratings are at Level 4 and 0% of ratings are at Level 1 or 0 in all Domains

B. Other Indicators of Performance

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

- Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In St. Lucie Public Schools, other indicators of performance account for up to one additional point added to the Instructional Practice Score.
- Description of additional performance indicators, if applicable.
The district uses a Deliberate Practice Growth Plan (DPP) as an additional performance indicator. Deliberate Practice Growth Plan applies to all classroom teachers and is optional for non-classroom teachers. Deliberate Practice requires the teacher and supervisor to jointly identify individualized goals for instructional growth. At the beginning of each school year up to 2 target elements are identified for improvement and professional development based upon the teacher’s self- assessment and collaborative agreement of the supervisor and teacher.
- Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The teacher’s professional growth on these elements is rated at the end of the school year as unsatisfactory, emerging, effective, or highly effective. This rating is transformed to the additive value (0 –

1) in iObservation as determined by the table below. This point value is added to the IP Status score (determined as described in Section A).

<i>Table 5 – Calculation of Deliberate Practice Score</i>			
Unsatisfactory (0.00)	Emerging (.33)	Effective (.67)	Highly Effective (1.00)
Achieves no growth	Grows 1 level	Grows 2 levels	Grows 3 levels
<u>Or</u> scores at level 1	<u>Or</u> grows to level 2	<u>Or</u> grows to level 3	<u>Or</u> grows to level 4

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher’s students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In St. Lucie Public Schools, performance of students accounts for **one-third (33%)** of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Student performance is determined based on the assessments used, how results for these assessments are measured and the cohort to which the teacher is assigned.

For teachers with individual VAM scores:

- In accordance with Florida School Board Rule 6A-5.0411, F.A.C. St. Lucie Schools will use the state determined VAM score for each teacher. The score provided by FDOE for each teacher will range from 1 – 4. The score received from FDOE will be translated into the student performance score using four levels of performance as outlined below. The state VAM score will be used to calculate the student performance component of the overall summative evaluation.

<i>Table 6– VAM Score and Student Performance Measure Rating</i>	
VAM Score Calculated by FDOE	Student Performance Measure Rating
4	Highly Effective
3	Effective
2	Needs Improvement/Developing
1	Unsatisfactory

For teachers with multiple VAM scores

St. Lucie Schools will use a proportional methodology to determine the student performance measure for teachers based on courses assigned, instructional position, and student load for those students who have VAM, and non-VAM courses.

For Teachers not meeting established criteria

Teachers who are not present for Survey 2 or Survey 3 window for any reason and has worked for more than 43 days will receive the school or district VAM as appropriate.

For teachers with state EOC or locally identified assessments

For teachers of subjects that do not receive state calculated VAM scores, a locally developed cohort model will be used which allows for comparing teachers with teachers who have like students. This model uses similar distributions of teachers in each of the evaluation rating categories as those determined by the state. At the beginning of the school year, application of this model will assign teachers to cohorts based on the prior performance of their assigned students measured by the assessment identified in the table below. The number of cohorts will be determined using the total number of teachers teaching similar subjects and/or grade levels. Students who do not have prior scores for the assessments listed will not be included in determining cohort assignment.

For staff types who previously received a school-wide state VAM

For staff members identified as receiving a school-wide score, a locally developed cohort model will be used to allow for comparing teachers with teachers who have like students. School cohorts will be developed based on calculating a three-year aggregate VAM, and then grouping like school.

Appendix D identifies the assessment(s) and calculation used to determine the final performance measure will be calculated as shown in Table 8.

Table 8- Assessments Used for Establishing Criteria	
Grade/Course	Cohort Grouping Assessment
Kindergarten	FAST ELA PM 1 FAST Math PM 1
Grades 2-12 (courses with no associated VAM)	FAST ELA PM 3 (Previous Year) FAST Math PM 3 (Previous Year) For Grades 11-12, the last previous FSA score will be used.
VPK	NA
Self-Contained ESE (FSAA assessed)	NA

Transformation Procedure

The average score for each teacher will be calculated by group as described above. Within each group the individual teacher’s score will be transformed to a Z score and cut points will be determined to assign each teacher a student performance factor rating of 1/Unsatisfactory, 2/ Needs Improvement/Developing, 3/ Effective or 4/Highly Effective.

Rounding

Since the overall rating calculation for teachers with no VAM may not result in a whole number, the rating calculation will be carried out to two decimal places and the following rating scale will be used to determine the overall student performance rating.

Table 7 – Student Performance Factor Rating				
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

Student Performance Factor Range	1.0 - 1.49	1.50 – 2.49	2.50 – 3.49	3.50 – 4.0
Student Performance Rating	1.0	2.00	3.00	4.00

D. Summative Rating Calculation

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

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

The final Summative Evaluation score for instructional personnel is calculated in the iObservation System by adding the Final Student Performance Measure Rating to the Final Instructional Practice Rating using the following steps:

1. The **Instructional Practice (IP) rating** (1 – 4) is determined as described in Part 4, A.
2. The **Deliberate Practice (DP) Growth score** (.00 – 1.00) is determined as described in Part 4, B (If the teacher has chosen to complete a deliberate practice plan).
 3. The IP score is added to the DP Growth score (if available). The maximum rating is 4.
 4. If the sum of IP and DP is greater than 4, a rating of 4 will be used.
 4. The sum of IP and DP growth ratings is multiplied by .67 and carried out to 2 decimal places.
 5. The **Student Performance Measure (SPM) rating** is calculated as described in Part 4, C.
 6. The SPM rating is multiplied by .33 and carried out to 2 decimal places.
 7. The **Summative Rating** is calculated by adding together the results of steps 4 and 6. The result of this calculation will be used to determine the teacher’s final summative evaluation rating.

Table 9 – Summative Rating Calculation

	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Summative Rating	1.0 - 1.49	1.50 – 2.49	2.50 – 3.49	3.50 – 4.0
Final Evaluation Score	1.0	2.00	3.00	4.00

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district’s calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Example 1: **Second Grade teacher – Highly Effective Teacher is category 2.0**

16 students assigned.

12 students were enrolled for both Surveys 2 and 3

Students included in calculation = 12

Instructional Practice (IP) Score	Student Performance Measure (SPM)
Using results from a minimum of 2 informal and 1 formal observations and other artifacts IP Static Score = 3.00	Calculated combination of two factors: <ul style="list-style-type: none"> • (50%) Math Performance PM 3 • (50%) ELA Performance PM 3
Deliberate Practice (DP) Score = 3 – adds .67 to static score IP Score 3.0 + .67 DP score=3.67	Teacher is 1 of 100 second grade teachers. Her growth performance factor places her in the top 50 of second grade teachers. Teacher earns a 3.0.
IP + DP = 3.67	3.0
Final Instructional Practice = 4.00 – Highly Effective	Student Performance = 3.00 – Effective
IP = 2/3 of Final Evaluation (4.00 x .67 = 2.68)	SP = 1/3 of Final Evaluation (3.00 x .33 = .99)
Summative Evaluation Rating = 2.68 + .99 = 3.67 – Highly Effective	

Example 2: 9th Grade English/Language Arts Teacher -

Unsatisfactory Teacher is category 1.1

123 students assigned.

114 students were enrolled for both Surveys 2 and 3

114 students included in calculation.

Instructional Practice (IP) Score	Student Performance Measure (SPM)
IP Static Score = 1.16 (using 4 informal and 2 formal observation results and other artifacts)	ELA student performance measure from FAST ELA PM 3.
Deliberate Practice (DP) Score = 1 – adds .33 to static score	Teacher is one of 100 9 th grade English teachers. Student growth measure in ELA places the teacher in the bottom quartile for teachers (bottom 25).
IP + DP = 1.49	Student Performance Measure = 1
Final Instructional Practice Score 1.49	Student Performance Measure=1
IP = 2/3 of Final Evaluation (.67 x 1) = .67	SP = 1/3 of Final Evaluation (1 x .33 = .33)
Summative Evaluation Rating = .67 + .33 = 1 – Unsatisfactory	

Appendix A – Evaluation Framework Standards

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

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	Planning Standards-Based Lessons/Units
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Planning Standards-Based Lessons/Units
c. Designs instruction for students to achieve mastery;	Planning Standards-Based Lessons/Units
d. Selects appropriate formative assessments to monitor learning;	Planning Standards-Based Lessons/Units
e. Uses diagnostic student data to plan lessons;	Planning to Close the Achievement Gap Using Data
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	Planning Standards-Based Lessons/Units
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	Planning Standards-Based Lessons/Units
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Using Engagement Strategies
b. Manages individual and class behaviors through a well-planned management system;	Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	Communicating High Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural linguistic and family background;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

e. Models clear, acceptable oral and written communication skills;	Identifying Critical Content from the Standards
f. Maintains a climate of openness, inquiry, fairness and support;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
g. Integrates current information and communication technologies;	Using Engagement Strategies
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	Planning to Close the Achievement Gap Using Data
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	Aligning Resources to Standard(s)
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Engage in Cognitively Complex Tasks Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Helping Students Engage in Cognitively Complex Tasks
c. Identify gaps in students' subject matter knowledge;	Using Formative Assessment to Track Student Progress Using Data
d. Modify instruction to respond to preconceptions or misconceptions;	Planning to Close the Achievement Gap Using Data
e. Relate and integrate the subject matter with other disciplines and life experiences;	Helping Students Engage in Cognitively Complex Tasks
f. Employ questioning that promotes critical thinking;	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;	Aligning Resources to Standard(s)
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Planning to Close the Achievement Gap Using Data
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	Providing Feedback and Celebrating Progress
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Using Formative Assessment to Track Student Progress Using Data
4. Assessment	
<i>The effective educator consistently:</i>	

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Planning to Close the Achievement Gap Using Data
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Using Formative Assessment to Track Student Progress Using Data
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Using Formative Assessment to Track Student Progress Using Data
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Planning to Close the Achievement Gap Using Data
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Providing Feedback and Celebrating Progress Promoting Teacher Leadership and Collaboration
f. Applies technology to organize and integrate assessment information.	Using Formative Assessment to Track Student Progress Using Data
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	Maintaining Expertise in Content and Pedagogy
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;	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;	Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	Maintaining Expertise in Content and Pedagogy
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Maintaining Expertise in Content and Pedagogy

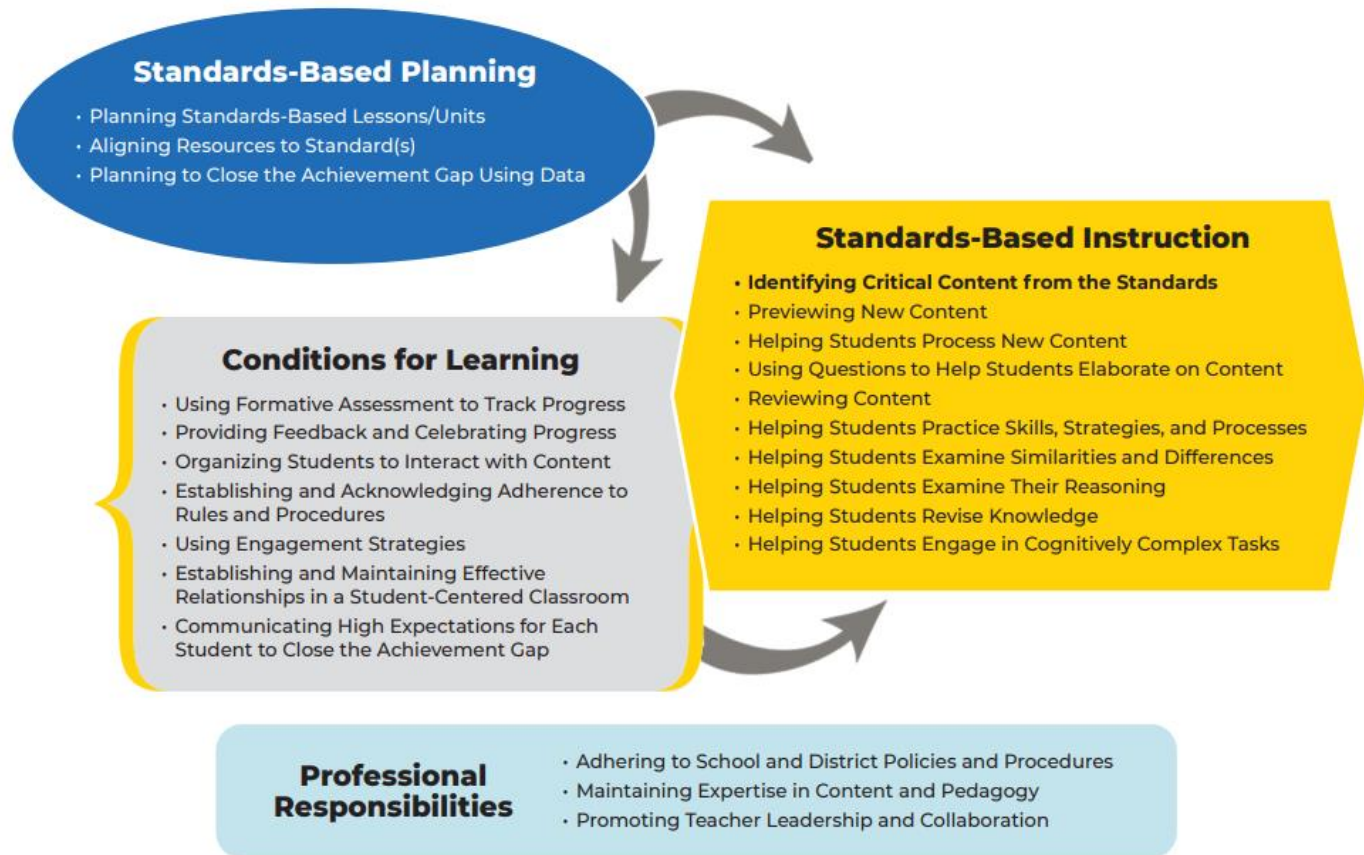
6. Professional Responsibility and Ethical Conduct	
<i>Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:</i>	
a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	Adhering to School and District Policies and Procedures
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	Adhering to School and District Policies and Procedures
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	Adhering to School and District Policies and Procedures

Appendix B – Observation Instruments for Classroom Teachers

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

Marzano Focused Teacher Evaluation Model Standards-Based Classroom with Rigor

MARZANO
Evaluation Center



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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.

Aligned FEAPS

- A1a.** Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity
- A1b.** Sequences lessons and concepts to ensure coherence and required prior knowledge
- A1c.** Designs instruction for students to achieve mastery
- A1d.** Selects appropriate formative assessments to monitor learning
- A1f.** Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
- A1g.** Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.

Planning Evidence:

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

Example Implementation Evidence:

- Lesson plans align to grade level standard(s) with targets and use a performance scale.
- Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level.
- Planned and completed student assignments/work require practice with complex text and its academic language.
- Planned and completed student assignments/work demonstrate development of applicable mathematical practices.
- Planned and completed student assignments/work demonstrate grounding in real-world application.
- Planned and completed student assignments/work demonstrate how 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 individual lives.
- 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)

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

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.

Aligned FEAPS

- A2i.** Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
- A3g.** Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

Planning Evidence

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

Example Implementation Evidence

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

Scale				
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 <i>and</i> 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 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.

Aligned FEAPS

- A1e.** Uses diagnostic student data to plan lessons
- A2h.** Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.
- A3d.** Modifies instruction to respond to preconceptions or misconceptions
- A3h.** Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students
- A4a.** Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
- A4d.** Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge

Planning Evidence

- Plans include a process for helping students track their individual progress on learning targets.
- Plans specify accommodations and/or adaptations for individual EL or groups of students.
- Plans specify accommodations and/or adaptations for individuals 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 student individual issues (i.e. family resources for assisting with homework and/or providing other resources required for class).
- Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.).
- Productive changes are made to lesson plans in response to formative assessment (monitoring).
- A coherent record--keeping system is developed and maintained on student learning

Example Implementation Evidence

- Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub- groups (e.g. EL, gifted, etc.) at the appropriate grade level targets.
- Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets.
- Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling.
- Planned student assignments/work show students track their individual progress on learning targets.
- Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed.
- Information about student progress is regularly sent home.
- Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group).

Scale				
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 to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student to close the achievement gap.	Uses data to identify and plan to meet the needs of each student to close the achievement gap.	Uses data to identify and plan to meet the needs of each student to close the achievement gap <i>and</i> 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).

Aligned FEAPS

- A2e.** Models clear, acceptable oral and written communication skills
- A3a.** Delivers engaging and challenging lessons

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example Student Evidence of Desired Effect

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

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

Example Adaptations

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

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

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

Previewing New Content

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

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

Aligned FEAPS

- **A3a.** Delivers engaging and challenging lessons

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example Student Evidence of Desired Effect

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

- Identify basic relationship between prior content and new content.
- Explain linkages with prior knowledge in individual or group work.
- Make predictions about new content.
- Summarize the purpose for new content.
- Explain how prior standards or learning targets link to the new content.

- Explain linkages between mathematical patterns and structure from previous grades/lessons and current content.

Example Adaptations

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

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

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

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.

Aligned FEAPS

- **A3a.** Delivers engaging and challenging lessons

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example Student Evidence of Desired Effect

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

- Discuss and answer questions about the new content in groups.
- Generate conclusions about the new content in group or written work.
- Actively discuss the new content in groups.
- Summarize or paraphrase the just learned content.
- Record and represent new knowledge.
- Make predictions about what they expect to learn next.

- Summarize or draw conclusions from complex text and its academic language. Use repeated reasoning and abstract, quantitative, or qualitative reasoning.

Example Adaptations

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

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

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

Using Questions to Help Students Elaborate on Content

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

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

Aligned FEAPS

- **A3f.** Employs questioning that promotes critical thinking.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example Student Evidence of Desired Effect

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

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

Example Adaptations

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

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

Scale				
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.	<p>Uses a sequence of increasingly complex questions that require students to critically think about the content.</p> <p>The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.</p>	Based on student evidence, implements adaptations to achieve the desired effect in all students AND evidence presents at the taxonomy level of the critical content.

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.

Aligned FEAPS

A3a. Delivers engaging and challenging lessons.

Example Teacher Instructional Techniques	Example Teacher Techniques for Monitoring for Learning
<ul style="list-style-type: none">• 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.	<p>Use a Group activity to monitor that students know the previously taught critical content.</p> <ul style="list-style-type: none">• 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 of Student Evidence of Desired Effect

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

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

Example Adaptations

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

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

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

Helping Students Practice Skills, Strategies, and Processes

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

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

Aligned FEAPS

- **A3a.** Delivers engaging and challenging lessons

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example of Student Evidence of Desired Effect

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

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

.Example Adaptations

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

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

Not Using (0)	Beginning (1)	Scale 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 all students AND evidence presents at the taxonomy level of the critical content.

Helping Students Examine Similarities and Differences

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

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

Aligned FEAPS

- **A3a.** Delivers engaging and challenging lessons.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example of Student Evidence of Desired Effect

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

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

Example Adaptations

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

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

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

Helping Students Examine Their Reasoning

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

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

Aligned FEAPS

- **A3a:** Delivers engaging and challenging lessons.
- **A3b.** Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example Student Evidence of Desired Effect

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

- Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- Explain the overall structure of an argument presented to support a claim.
- Articulate support for a claim and/or errors in reasoning within group interactions
- Explanations involve cultural content.
- Summarize new insights resulting from analysis.
- Artifacts/student work indicate students can identify errors in reasoning or make and support a claim.
- Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives.
- Artifacts/student work indicate students have used textual evidence to support their claim.
- Mathematical arguments and critiques of reasoning are viable and valid.
- Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related.

Example Adaptations

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

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

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

Helping Students Revise Knowledge

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

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

Aligned FEAPS

- **A3a.** Delivers engaging and challenging lessons.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example Student Evidence of Desired Effect

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

- Explain what they are clear about and what they are confused about.
- Explain what they could have done to enhance their learning.

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

Example Adaptations

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

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

Not Using (0)	Beginning (1)	Scale 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 all students AND evidence presents 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.

Aligned FEAPS

- A3a.** Delivers engaging and challenging lessons
- A3b.** Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
- A3e.** Relates and integrates the subject matter with other disciplines and life experiences.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

Example Student Evidence of Desired Effect

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

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

Example Adaptations

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

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

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

Conditions for Learning Using Formative Assessment to Track Progress

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

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

Aligned FEAPS

- A3c. Identifies gaps in students' subject matter knowledge**
- A3j.** Utilizes student feedback to monitor instructional needs and to adjust instruction
- A4b.** Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
- A4c.** Uses a variety of assessment tools to monitor student progress, achievement, and learning gains
- A4f.** Applies technology to organize and integrate assessment information

Example Teacher Instructional Techniques

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

Example Student Evidence of Desired Effect

Example Student Evidence of Desired Effect

Example Adaptations

Instructional Evaluation System

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

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

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

Providing Feedback and Celebrating Progress

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

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

Aligned FEAPS

- A3i.** Supports, encourages, and provides immediate and specific feedback to students to promote student achievement
- A4e.** Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s)

Example Teacher Instructional Techniques

- Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets.
- Celebrate as groups make progress toward learning targets.
- Implement a systematic, ongoing process to provide feedback.
- Use a variety of ways to celebrate progress toward learning targets (not general praise).
 - Show of hands.
 - Certificate of success.
 - Parent notification.
 - Round of applause.
 - Academic praise.
 - Digital media.
- Ensure celebrations involve culturally relevant components.
- Ask students to explain how they use feedback.
- Ask students how celebrations encourage them to continue learning.

Example Student Evidence of Desired Effect

- (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)*
- Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.).
 - Show signs of pride regarding development of mathematical practices.
 - Initiate celebration of individual success, group success, and that of the whole class
 - Use feedback to revise or update work to help meet their learning target.
 - Surveys indicate students want to continue making progress.
 - Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress.

Example Adaptations

Instructional Evaluation System

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

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

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

Organizing Students to Interact with Content

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

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

Aligned FEAPS

N/A

Example Teacher Instructional Techniques	Example Student Evidence of Desired Effect
<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Becoming aware of the power of interpretations • Avoiding negative thinking • Taking various perspectives • Interacting responsibly • Handling controversy and conflict resolution • Organize students into heterogenous or homogeneous groups during individual lessons. • Use various group processes and activities to reflect the taxonomy level of the learning targets. 	<p><i>(Percent of students that demonstrate achievement of the desired effect that students process content because of group organization. Student evidence is obtained during group activities and/or student work.)</i></p> <ul style="list-style-type: none"> • 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

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

- Reorganize groups.
- Modify task.

Instructional Evaluation System

- Utilize peer resources.
- Provide additional resources.

Instructional Evaluation System

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

Establishing and Acknowledging Adherence to Rules and Procedures

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

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

Aligned FEAPS

- **A2b.** Manages individual and class behaviors through a well-planned management system.

Example Teacher Instructional Techniques

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

Example Student Evidence of Desired Effect

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

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

- Move purposefully about the classroom and efficiently access materials.

Early Adaptations

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

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

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

Using Engagement Strategies

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

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

Aligned FEAPS

- A2a.** Organizes, allocates, and manages the resources of me, space, and attention.
- A2g.** Integrates current information and communication technologies.

Example Teacher Instructional Techniques

- Take action or use specific strategies to re-engage students.
- Use academic games.
- Manage response rates.
- Use physical movement.
- Maintain a lively pace.
- Use crisp transitions from one activity to another.
- Demonstrate intensity and enthusiasm for the content.
- Use friendly controversy.
- Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections).
- Present unusual or intriguing information about the content.

Example Student Evidence of Desired Effect

- (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage because of teacher action. Student evidence is obtained during group activities and/or student work.)*
- Behaviors show awareness that the teacher is noticing students' level of engagement.
 - Behaviors show the engagement strategy increases engagement.
 - Student-centered tasks and processes produce high levels of engagement.
 - Talk with groups or in response to questions is focused on critical content.
 - Engage in the critical content with enthusiasm.
 - Self-regulate engagement and engagement of peers.
 - Actions show students are motivated by the teacher.
 - Behaviors show students are inspired by the teacher.
 - Multiple students or the entire class respond to questions posed by the teacher.
 - Artifacts/student work indicate students are engaged in the critical content.

Early Adaptations

Instructional Evaluation System

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

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

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

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 each student.

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

Aligned FEAPS

A2d. Respects students' cultural linguistic and family background

A2f. Maintains a climate of openness, inquiry, fairness and support

A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.

Example Teacher Instructional Techniques	Example Student Evidence of Desired
<ul style="list-style-type: none"> • Encourage students to share their thinking and perspectives. • Seek student input regarding classroom activities and climate. • Relate content-specific knowledge to personal aspects of students' lives. • Discuss with students about topics in which they are interested. • Discuss individual needs of students. • Use student input and feedback to maintain an academic focus on rigor. • Build student interests into lessons (i.e. incorporate 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.) 	<p><i>(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.)</i></p> <ul style="list-style-type: none"> • 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.

- 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' individuality.
- Contribute to a positive classroom community through interactions with peers.

Example Adaptations

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

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

Scale				
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 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 each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect for all students.

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.

Aligned FEAPS

- 2c.** Conveys high expectations to all students.

Example Teacher Instructional Techniques	Example Student Evidence of Desired Effect
<ul style="list-style-type: none"> • 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 can 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. 	<p><i>(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.)</i></p> <ul style="list-style-type: none"> • 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

Instructional Evaluation System

- 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
- Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles.

Example Adaptations

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

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

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

Domain 3: Reflecting on Teaching

Maintain 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.

Aligned FEAPS

- B1a.** Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
- B1b.** Examines and uses data-informed research to improve instruction and student achievement
- B1e.** Engages in targeted professional growth opportunities and reflective practices
- B1f.** Implements knowledge and skills learned in professional development in the teaching and learning process

Example Teacher Evidence

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

Instructional Evaluation System

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

Domain 4: Professional Responsibilities

Adhering to School/District Policies and Procedures

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

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

Aligned FEAPS

- B2a.** Guidelines for student welfare adopted pursuant to Secon 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Secon 39.01, F.S.
- B2b.** The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
- B2c.** The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.

Example Teacher Evidence

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

Scale				
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 <i>and</i> articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Promoting Teacher Leadership and Collaboration

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

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

Aligned FEAPS

- A4e.** Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s)
- B1c.** Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
- B1d.** Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

Example Teacher Evidence

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

Scale

Not Using (0)

Beginning (1)

Developing (2)

Applying (3)

Innovating (4)

Instructional Evaluation System

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 – Observation Instruments for Non-Classroom Instructional Personnel

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

NCT Forms

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

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

Non-classroom Instruction Framework for Quality Instruction

Domains and Indicators

Domain A: Data Based Decision Making and Evaluation of Practices

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

Domain B: Instruction/Intervention Planning and Design

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

Domain C: Instruction/Intervention Delivery and Facilitation

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

Domain D: Learning Environment

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

Domain E: Professional Learning Responsibility, and Ethical Practice

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

<p style="text-align: center;">Crosswalk SLPS Non-Classroom Support Evaluation to the Florida Educator Accomplished Practices</p>		
	SLPS NCT Evaluation Model	FEAP's
Domain A Data-Based Decision Making and Evaluation of Practices	A1. Collects and uses data to develop and implement interventions within a problem-solving framework.	A4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
	A2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	A4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process. B1c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.
	A3. Uses data to monitor student progress (academic, social/emotional/behavior) and health and evaluate the effectiveness of services on student achievement.	A4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
	A4. Shares student performance data in a relevant and understandable way with students, parents, and administrators	A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).
Domain B Instruction and Intervention Planning and Design	B1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, emotional and health interventions and supports.	B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.
	B2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state	A1e. Uses diagnostic student data to plan lessons. A1g. Provides classroom instruction to students in prekindergarten through grade

Instructional Evaluation System

Domain C Instruction/ Intervention Delivery and Facilitation	<p>federal mandates.</p>	<p>12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.</p> <p>A1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity.</p>
	<p>B3. Applies evidence-based research and best practices to improve instruction/interventions.</p>	<p>A3e. Relates and integrates the subject matter with other disciplines and life experiences.</p> <p>A1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p> <p>A3a. Delivers engaging and challenging lessons</p> <p>A3b. Deepens and enriches students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</p> <p>A1d. Selects appropriate formative assessments to monitor learning.</p> <p>A2g. Integrates current information and communication technologies.</p>
	<p>B4. Develops intervention support plans that help the student, family or other community agencies and systems reach a desired goal</p>	<p>B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</p>
	<p>B5. Engages parents and community partners in the planning and design of instruction/ interventions</p>	<p>B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</p>
	<p>C1. Collaborates with school-based and district- level stakeholders to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.</p>	<p>A4a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process.</p>
	<p>C2. Consults and collaborates</p>	<p>B1d. Collaborates with the home, school</p>

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	at the individual, family, group and systems levels to implement, effective instruction and intervention services.	and larger communities to foster communication and to support student learning and continuous improvement.
	C3. Implements evidence-based practices within a multi-tiered framework.	A3i. Supports, encourages, and provides immediate and specific feedback to students to promote student achievement. A3f. Employs questioning that promotes critical thinking.
	C4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impeded learning	A3d. Modifies instruction to respond to preconceptions or misconceptions. A3h. Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students. A4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
	C5. Promotes student outcomes related to career and college readiness.	A2c. Conveys high expectations to all students.
	C6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.	A2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S
Domain D Learning Environment	D1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.
	D2. Collaborates with school personnel and students to foster student engagement (e.g. involvement., motivation, persistence, resilience, ownership).	A2f. Maintains a climate of openness, inquiry, fairness, and support. A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. A2a. Organizes, allocates, and manages the resources of time, space, and attention.

Instructional Evaluation System

	D3. Promotes safe school environments.	<p>A2b. Manages individual and class behaviors through a well-planned management system.</p> <p>A2d. Respects students’ cultural linguistic and family background.</p>
Domain E Professional Learning Responsibility and Ethical Practice	E1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.	B1e. Engages in targeted professional growth opportunities and reflective practices.
	E2. Engages in targeted professional growth opportunities and reflective practices (e.g. professional learning communities).	B1e. Engages in targeted professional growth opportunities and reflective practices.
	E3. Implements knowledge and skills learned in professional development activities.	B1f. Implements knowledge and skills learned in professional development in the teaching and learning process.
	E4. Demonstrates effective recordkeeping and communication skills.	A2g. Integrates current information and communication technologies.
	E5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	<p>B2a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.</p> <p>B2b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.</p> <p>B2c. The Principles of Professional</p>

Instructional Evaluation System

		Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.
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Domain A: Data- Based Decision Making and Evaluation of Practices

Indicators:

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

Aligned to FEAPS

- A4e.** Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).
- A4a.** Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
- B1c.** Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.

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

Sources of Evidence:

- Artifacts
- Observation
- Stakeholder Feedback
- Self-Assessment
- Professional Growth Plan
- Conference/Interview
- Other

Types of Evidence:

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

A-1 Collects and uses data to develop and implement interventions within a problem-solving framework.

Instructional Evaluation System

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

A-2 Analyzes multiple sources of qualitative and quantitative data to inform decision making.

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

A-3 Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.

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

A-4 Shares student performance data in a relevant and understandable way with students, parents, and administrators.

Highly Effective	Effective	Emerging	Ineffective
Trains or mentors others to provide feedback on student performance and other assessment data to	Provides feedback on student performance and other assessment data to stakeholders (students,	Practice is emerging but requires supervision, support, and/or training to	Does not provide feedback on student performance and other assessment data; does not present data in a way that is

Instructional Evaluation System

stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.

teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.

be effective independently.

understandable and relevant OR ineffectively demonstrates the practice/skill required.

Domain B: Instruction/Intervention Planning and Design

Indicators:

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

Aligned FEAPS

- A1a.** Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity.
- A1b.** Sequences lessons and concepts to ensure coherence and required prior knowledge.
- A1c.** Designs instruction for students to achieve mastery.
- A1d.** Selects appropriate formative assessments to monitor learning.
- A1e.** Uses diagnostic student data to plan lessons.
- A3e.** Relates and integrates the subject matter with other disciplines and life experiences.
- A1f.** Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- A1g.** Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.
- B1d.** Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.
- A3a.** Delivers engaging and challenging lessons
- A3b.** Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
- A2g.** Integrates current information and communication technologies.

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

Sources of Evidence:

- Artifacts
- Observation
- Stakeholder Feedback
- Self-Assessment
- Professional Growth Plan
- Conference/Interview
- Other

Types of Evidence:

- Documentation of instruction/intervention design and development

Instructional Evaluation System

- Targets
- Goals
- Delivery Methods, etc.
- Professional Development Design or Facilitation (handouts, agendas, PowerPoint)
- School or District Improvement Plans – documentation of participation
- Electronic documentation

B-1 Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, emotional and health interventions and supports.

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

B-2 Plans and designs instruction/ intervention based on data and aligns efforts with the school and district improvement plans and state federal mandates.

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

B-3 Applies evidence-based research and best practices to improve instruction/interventions.

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

Instructional Evaluation System

MTSS (individual, targeted group, school, systems).

B-4 Develops intervention support plans that help the student, family or other community agencies and systems reach a desired goal.

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

B-5 Engages parents and community partners in the planning and design of instruction/ interventions.

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

Domain C: Instruction/Intervention Delivery and Facilitation

Indicators:

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

Aligned FEAPS

- A2c.** Conveys high expectations to all students.
- A2h.** Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S
- A3d.** Modifies instruction to respond to preconceptions or misconceptions.
- A3h.** Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students.
- A3i.** Supports, encourages, and provides immediate and specific feedback to students to promote student achievement.
- A4a.** Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
- A4d.** Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
- A3f.** Employs questioning that promotes critical thinking.

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

Sources of Evidence:

- Artifacts
- Observation
- Stakeholder Feedback
- Self-Assessment
- Professional Growth Plan
- Conference/Interview
- Other

Types of Evidence:

- Documentation of instruction/intervention delivery and facilitation
- Monitoring of instruction/intervention delivery and facilitation
- Evaluating instruction/intervention delivery and facilitation
- Pre and Post Surveys
- Conference notes/logs
- Newsletters, emails, webpage, and other communication methods

Instructional Evaluation System

- Professional Development Design or Facilitation (handouts, agendas, PowerPoint)
- Progress Monitoring Data
- Collaborative Learning and Planning (CLP)

C-1 Collaborates with school-based and district- level stakeholders to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.

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

C-2 Consults and collaborates at the individual, family, group and systems levels to implement, effective instruction and intervention services.

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

C-3 Implements evidence-based practices within a multi-tiered framework.

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

C-4 Identifies, provides, and/or refers for supports designed to help students overcome barriers that impeded learning.

Highly Effective	Effective	Emerging	Ineffective
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Instructional Evaluation System

Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.
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C-5 Promotes student outcomes related to career and college readiness.

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

C-6 Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.

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

Domain D: Learning Environment

Indicators:

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

Aligned FEAPS

- A2b.** Manages individual and class behaviors through a well-planned management system.
- A2d.** Respects students’ cultural linguistic and family background.
- A2f.** Maintains a climate of openness, inquiry, fairness, and support.
- A2j.** Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.
- A2a.** Organizes, allocates, and manages the resources of time, space, and attention.

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

Sources of Evidence:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Artifacts • Observation • Stakeholder Feedback | <ul style="list-style-type: none"> • Self-Assessment • Professional Growth Plan • Conference/Interview • Other |
|--|--|

Types of Evidence:

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

D-1 Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.

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

D-2 Collaborates with school personnel and students to foster student engagement (e.g. involvement, motivation, persistence, resilience, ownership).

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

D-3 Promotes safe school environments.

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

Domain E: Professional Learning, Responsibility, and Ethical Practice

Indicators:

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

Aligned FEAPS

- B1e.** Engages in targeted professional growth opportunities and reflective practices.
- B1f.** Implements knowledge and skills learned in professional development in the teaching and learning process.
- B2a.** Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
- B2b.** The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
- B2c.** The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. .
- A2g.** Integrates current information and communication technologies.

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

Sources of Evidence:

- Artifacts
- Observation
- Stakeholder Feedback
- Self-Assessment
- Professional Growth Plan
- Conference/Interview
- Other

Types of Evidence:

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

E-1 Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.

Instructional Evaluation System

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

E-2 Engages in targeted professional growth opportunities and reflective practices (e.g. professional learning communities).

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

E-3 Implements knowledge and skills learned in professional development activities.

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

E-4 Demonstrates effective recordkeeping and communication skills.

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

E-5 Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.

Highly Effective	Effective	Emerging	Ineffective

Instructional Evaluation System

Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.

Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.

Practice is emerging but requires supervision, support, and/or training to be independently effective.

Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

Appendix D – Student Performance Measures

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

Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
A	Teachers assigned to Prekindergarten (VPK and Gen Ed only)	Florida Department of Education VPK Assessment, Window 3	Student performance on FLDOE VPK Assessment	Student performance on VPK assessment
B	Teachers assigned to kindergarten-Grade 2	K: Early Literacy Test Grades 1-2 English PM 3, Math PM 3	Student performance on FAST MATH PM 3 and ELA PM 3	Calculated combination of two factors: 50% Student Performance on FAST MATH PM 3 and 50% Student Performance FAST ELA PM 3
C	Teachers assigned to Grades 3– 5 If teachers are departmentalized, their score depends on the specific subject they teach.	Grades 3-5 English PM 3 Math PM 3	Student performance on Math and ELA PM 3	Calculated combination of two factors: Student Performance on VAM FAST Math And Student Performance on VAM ELA
D	Elementary Resource Teachers of non-state tested subjects (Music PE)	Student Standards-Based Grades	Student performance on standards-based grades	Student performance for students assigned to the teacher

Instructional Evaluation System

E	Elementary Resource Teachers of non-state tested subjects (Technology, Art, and Health)	Student performance on district-based assessment	Student performance on district-based assessment	Student performance on district-based assessment
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Instructional Evaluation System

Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
F	Elementary K-5 Resource Teachers of state tested subjects (ELA, Math <u>or</u> STEM)	ELA PM 3 and/or Math PM 3	Student performance on ELA and Math 3	<p>ELA Resource: Student performance as measured on ELA PM 3</p> <p>Math Resource: Student performance as measured by Math PM 3</p> <p>STEM Resource: Both measures combined- 50% ELA PM3 and 50% Math PM 3</p>
G	Reading Interventionist K-5	ELA PM 3	Student Performance on ELA PM 3	Student performance as measured by ELA PM 3
H	Math Interventionist K-5	Math PM 3	Student Performance on Math PM 3	Student Performance as measured by Math PM 3

Instructional Evaluation System

Middle Grades (6- 8) and High School (9 – 12) <i>**The student performance measure will be based on all students assigned to the courses taught and the corresponding assessments.</i>				
I	Teachers of English Language Arts in grades 6 – 10**	ELA PM 3	Student performance on ELA PM 3	Student performance as measured by VAM on FAST ELA.
J	Teachers of English Language Arts in Grades 11 and 12 and Teachers of SWD without FSAA Scores	Semester Exams	Semester 1 and Semester 2 Exam grades for assigned students	Semester Final Exams (Semester 1 = 50% and Semester 2 = 50% of performance score)
K	Teachers of students enrolled in 6 th , 7 th or 8 th grade math including teachers of students with disabilities without FSAA scores.	Math PM 3	Student Performance on Math 3	Student Performance as measured by VAM on FAST Math.

Instructional Evaluation System

Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
L	Teachers of Biology, US History, Civics, including teachers of students with disabilities without FSAA scores	State End of Course Exams (EOC)	Student Performance on EOC for assigned students	Student performance on state End of Course exams
M	Teachers of subjects not assessed by FAST, FL State EOC or FSAA	Semester Exams	Semester 1 and Semester 2 Exam Scores for assigned students	Semester Final Exams (Semester 1 = 50% and Semester 2 = 50% of performance score)
N	Teachers students with disabilities	English and Math PM 3 for teacher's assigned students	Student performance on Math and ELA PM 3	Calculated combination of two factors: VAM FAST ELA VAM FAST Math
O	Teachers of students with disabilities in Kindergarten – Grade 2	K-2 English and Math PM 3 for teacher's assigned students	Student performance on Math and ELA PM 3	Calculated combination of two factors: <ul style="list-style-type: none"> • (50%) Math Performance PM 3 • (50%) ELA Performance PM 3
P	Teachers of students with disabilities in Prekindergarten	Content area district assessment	Student performance on district-based assessment	Student performance on district-based assessment
Q	Teachers of students assessed using FSAA	FSAA assessment for assigned students	Student performance measure on FSAA	Student performance on FSAA

Instructional Evaluation System

Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
R	Non-Classroom Teachers Includes: <ul style="list-style-type: none"> • Guidance Counselor • Dean • School Assessment Specialist • Instructional Coach • Athletic Director • Teacher on Special Assignment • Media Specialist • Graduation • Coaches 	English and Math PM 3	School-wide student performance on Math and ELA PM 3	School-wide VAM
S	Reading Interventionists 6-12 with the following course codes: 100000 100010 100012 100014 100020 100400 100412 100416 100418	Grades 6-12 ELA PM 3	Student Performance on ELA PM 3	Student performance as measured by ELA VAM

Instructional Evaluation System

T	Math Interventionists 6-12 with the following course codes: 1200400 1200310 1206310 1207350 1200700	Algebra EOC Geometry EOC Math PM 3	Teacher VAM for Algebra or Geometry EOC Student Performance on Math PM 3	VAM Algebra VAM Geometry
U	Algebra and Geometry teachers including teaching students with disabilities who do not have a FSAA scores.	State End of Course Exams in Algebra and Geometry	Student Performance on EOC for assigned students	VAM for Algebra for Algebra teachers. VAM for Geometry for Geometry teachers.

Instructional Evaluation System

Appendix D: SCHOOL BASED NON-CLASSROOM TEACHERS				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
V	Math Instructional Coach	Math PM 3	School-wide Performance on Math PM 3	School-wide performance as measured by VAM on FAST Math
W	Literacy Instructional Coach	ELA PM 3	School-wide Performance on ELA PM 3	School-wide performance as measure by VAM on FAST ELA
X	ESE Support Facilitator	English and Math PM 3 for teacher's assigned students	Student growth performance on Math and ELA PM 3	Calculated combination of two factors: VAM FAST ELA VAM FAST Math
Y	ESE School Based Specialist	English and Math PM 3 for school's ESE total population	School-wide ESE Student performance on Math and ELA PM 3	School-wide VAM

Instructional Evaluation System

Appendix D: SCHOOL BASED NON-CLASSROOM TEACHERS				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
DISTRICT LEVEL NON-CLASSROOM TEACHERS				
Z	Includes Teacher on Specialist Assignments: <ul style="list-style-type: none"> • Behavior Analyst • Behavior Specialist • Child Find/Educational Consultant • Curriculum Developer • Curriculum Technology Support Specialist • Instructional Support Specialist • Program Specialist • School Psychologist • School Social Worker • Secondary Education Program Specialist • Teachers on Special Assignment • Teacher Support Specialist 	ELA and Math PM 3	Aggregated District student performance as measured by PM 3 in math and ELA	District-wide VAM

Appendix E – Summative Evaluation Forms

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

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

All teachers are informed of and can view the factor ratings used to calculate their final evaluation score through accessing their individual employee information in the District’s Skyward System. As displayed below the Instructional Practice (IP/NCT) score and the student performance (SGM or SPM) score are displayed as well as the Final Evaluation Score and Rating.

Personal Information - 05.15.10.00.09 - Internet Explorer

St Lucie County Schools

James Dunn Account P

Home Employee Information Time Off True Time FastTrack Open Positions FastTrack Screener

Personal Information

Employee: DUNN JAMES THOMAS

Evaluation - Employee Evaluation System

Views: General Filters: *Skyward Default

School Year ▲	IPS/NCT Score	SGM Score	VAM Score	Final Eval Score	Personal Rating	Date Created	Time Created
2014-2015	3.67	3.58	0.699	4	Highly Effective	01/19/2016 Tue	1:42 pm

IP Score = 3.67

$3.67 \times .67 = 2.46$

SPM Score = 3.58

$3.58 \times .33 = 1.18$

Final Score =

$2.46 + 1.18 = 3.64$

$3.64 = 4$ Final Evaluation