

## FAMU DRS Teacher Evaluation System

This plan outlines processes and procedures for phasing in the new teacher evaluation system mandated by F.S. 1012.34. For the purposes of this plan, Year 2 describes the 2011-2012 school year, Year 3 the 2012-2013 and Year 4 the 2013-2014.

The focus of this instructional evaluation system is to impact student performance by improving the quality of instruction, administrative and supervisory service through collaborative conversations and professional development. This purpose can best be achieved by establishing an evaluation system comprised of an integrated set of components that include gathering data, sharing information and providing opportunities for professional growth experiences. The FAMU DRS Teacher Evaluation System is based on the research of Dr. Robert Marzano. The Marzano Evaluation Model has been rigorously reviewed for fidelity with the Florida Educator's Accomplished Practices, as evidenced by the crosswalk provided in Appendix A.

Anyone involved in observing or giving input to a teacher evaluation will be trained to employ the Florida Educator's Accomplished Practices as provided by the Marzano Evaluation model. All evaluators will be trained and certified to evaluate teachers in the system. The district will monitor teacher evaluations for consistency between performance scores and student growth scores, and where discrepancy exists, additional training will be provided to the evaluator.

Florida Statute 1012.34 (3) (b) requires that all personnel are fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. During preplanning, or at the commencement of employment, all employees will be provided a copy of the evaluation criteria to be used and made aware that this information can be located on the FAMU DRS website. An explanation and discussion of the evaluation process shall accompany this distribution.

An instructional employee's annual evaluation will consist of two parts, a Student Growth Measure and an Instructional Practice Measure. The Instructional Practice Measure is derived from the evaluation of the delivery of core effective practices. The Marzano Evaluation Model provides the foundation on which the teachers are evaluated. Further description of the elements of this model can be found in Appendix B. For the 2011- 2012 school year, 60% of the evaluation of teachers will be based on the instructional Practice Measure. The Student Growth Measure will be based upon student growth using the FLDOE Value Added model. 40% of the teacher evaluation will be determined by this score. In the subsequent school years, these parts will count equally (provided that three years of data are available) and will be combined to identify an overall rating. The Table provided below will further define how student growth measures are used. FAMU DRS will use the option 3 aggregation model, which uses the percentage of students that meets or exceeds the established expectations. The cut scores for this model are in given the performance scale provided below:

<p><b>Highly Effective (4)</b></p> <p><u>VAM Score: 85% or above</u></p> <p><u>Effective Practice Score: 85% or above</u></p>	<p><b>Effective (3)</b></p> <p><u>VAM Score: 70% or above</u></p> <p><u>Effective Practice Score: 70% or above</u></p>	<p><b>Needs Improvement/ Developing (Category 1 Teachers)</b></p> <p><u>VAM Score: 55% or above</u></p> <p><u>Effective Practice Score: 55% or above</u></p>	<p><b>Unsatisfactory (1)</b></p> <p><u>VAM Score: 54% or below</u></p> <p><u>Effective Practice Score: 54% or below</u></p>
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### Student Learning Growth

The table below summarizes the way student learning growth will be measured at FAMU DRS, in compliance with F.S. 1012.34. The state-adopted student growth measure will be used in all instances in which “student performance on state assessment” is indicated. By the beginning of school year 2015-2016 all courses will have student assessments that measure mastery of course content.

<b>Category</b>	<b>Student Performance Data</b>	<b>Weights for summative evaluation</b>
<p><b>Classroom teacher with statewide test available</b> (grades 4 – 10 Reading and/or Math and others for which statewide assessment is available or become available, beginning 2011-2012)</p>	<p>3 years of data are available: all must be used</p>	<p>50% student performance on state assessment + 50% instructional practice</p>
	<p>3 years of data are <b>not</b> available: all available years of data from Florida must be used</p>	<p>40% student performance on state assessment + 60% instructional practice</p>
<p><b>Classroom teacher whose students do not take a statewide test</b></p>	<p>district assessment is available</p>	<p>Will use a combination of achievement + growth</p>
	<p>district assessment is <b>not</b> available</p>	<p>50% district assessment 50% instructional practice</p>
		<p>Will use a combination of achievement + growth</p>

		50% learning targets approved by principal and tied to school improvement plan + 50% instructional practice
<b>Classroom teacher of a non- FCAT associated Course whose students do take a statewide test</b>	District Assessments Available	50% district assessments 50% instructional practice
	District Assessments not Available	50% State wide Reading Assessment (Social Studies); Math Assessment (Science in non-FCAT Science Years); Science (Science in years of FCAT Science) 50% Instructional Practice
<b>Instructional personnel (not classroom teachers)</b>	3 years of data are available: all must be used	40% State wide Assessments 10% measurable student outcomes approved by principal and tied to school improvement plan 50% instructional practice
	3 years of data are <b>not</b> available: all available years of data from Florida must be used	30% State wide Assessments 20% measurable student outcomes approved by principal and tied to school improvement plan 50% instructional practice

### Instructional Practice

#### Source of Evidence

#### Domain 1

**Walkthroughs:** Walkthroughs can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3 – 10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is a valuable component of optimizing the effectiveness of walkthroughs. To this end, a checklist will be used by the observer and a copy of the completed checklist will be placed in the teacher’s mailbox by the end of the following day. If there is a discrepancy between the teacher’s recollection of the walkthrough and the results recorded on the completed checklist, the teacher will have the opportunity to respond verbally or in writing, provide additional evidence or artifacts, and the observer may choose to submit a revised checklist.

Walkthroughs provide opportunities for individuals and groups of teachers to gauge the implementation of professional development against individual professional development plans and school improvement plans. For this reason, following school-wide professional development sessions, subsequent walkthroughs may focus on gathering implementation data about the skill or strategy that was the topic of the professional development. When this is the case, the items on the walkthrough

checklist will be emailed to the faculty, at the beginning of the week, so they will know what observers will be looking for in walkthroughs for that period.

Walkthroughs help observers identify trends and patterns in a teacher's practice. They are part of the formative process that can lead to discussion of areas a teacher might include in his or her Individual Professional Development Plan and might use as a target to improve his or her teaching practice. The superintendent, principals or assistant principals or their designees are authorized to perform walkthroughs. All evaluators will be trained in the use of this evaluation plan before conducting walkthroughs.

**Informal observation:** The informal observation can be announced or unannounced and may be 15 to 30 minutes long or may include an observation of the full class period. There is no planning or reflection conference. An informal announced observation may be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to educators, acknowledging professional growth, and collecting additional evidence to further inform the summative evaluation process. While planning and reflection conferences are not required, observers will provide timely and actionable feedback to educators regarding these observations. Verbal feedback shall be provided the same day when possible, but by the end of the next school day at the latest. A sample of instruments to be used for informal observations are included in Appendix C. The superintendent, principals, assistant principals or their designees are authorized to perform informal observations.

**Formal observation:** The formal observation is the primary method for collecting evidence that will be used as one source of data for the summative evaluation and provides a rich source of feedback to educators regarding their instructional practice and professional growth. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle, and high school). The formal observation requires a planning (pre-observation) and a reflection (post-observation) conference with the educator. These conferences provide a rich opportunity for educators to reflect upon their practice, engage in a collaborative decision-making process and help administrators clarify expectations. During the planning conference, the observation, and the reflection conference should be scheduled. The planning conference will not be more than 5 days before the observation and the reflection conference will be within 3 days after the observation. After the reflection conference, written feedback will be provided to the educator within one week. A sample of instruments to be used for formal observations are included in Appendix D. All educators, regardless of amount of experience, will receive at least one formal evaluation per school year. Formal observations are authorized to be performed by the superintendent, a principal or assistant principal.

## Domain 2

**Planning (Pre-observation) Conference:** The planning conference provides an opportunity for the educator and the administrator to talk about the lesson prior to the formal observation. During this time, the educator and observer use the planning conference form (see Appendix E) as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.

The role of observer in the FAMU DRS Planning Conference is very similar to the one outlined in the Florida Department of Education Clinical Educator Training for Pre-observation Conferences. During the Planning Conference, the observer should determine: expectations of both participants in the observation; the time frame in which the observation will occur; the non-negotiable items; the instrument to be used, especially in cases in which more than one might be appropriate; and, the artifacts he or she will want to see during lesson and/or post-conference. Additionally, the observer should use the conference as an opportunity to build trust and comfort level with the educator, share concerns, explain what he or she will be doing during the observations (i.e., will ask questions, will walk around, don't introduce observer when they walk in), ask for clarification or elaboration.

Similarly, the role of educator in the FAMU DRS Planning Conference is very similar to the one outlined in the Florida Department of Education Clinical Educator Training for Pre-observation Conferences.

The educator should take notes, be prepared to talk about key strategies on which he or she wants feedback, be prepared to talk about the lesson and unit he or she will be teaching, and bring the Planning Conference form, which he or she should have filled out before coming.

## Domain 3

**Reflection (Post-observation) Conference:** The Reflection Conference provides an opportunity for the educator and the administrator to reflect about the lesson, clarify expectations and plan, using the Reflection Form (see Appendix F) as a guide for reflection and feedback.

Once again, the role of observer in the FAMU DRS Reflection Conference is very similar to the one outlined in the Florida Department of Education Clinical Educator Training for Post-observation Conferences. The observer should ask for clarification of things they saw, ask about things they didn't observe, give actionable feedback, and provide objective notes.

The role of educator in the FAMU DRS Reflection Conference is very similar to the one outlined in the Florida Department of Education Clinical Educator Training for Post-observation Conferences. The educator should be willing to accept feedback, bring artifacts, be prepared to talk about how he or she thinks the lesson went, be open and reflective, and ask for clarification about feedback he or she doesn't understand.

**Summative Evaluation:** Even though more than one observer is likely to give an educator formative feedback during the year, the Summative Evaluation Conference must be between the educator and their supervisor. This shall be done after the Formal Announced Observation's Reflection Conference so

that the rating on that instrument will be discussed before it is factored into the Summative Evaluation equation. Before the administrator meets with the educator to discuss the Summative Evaluation, he or she should have computed the scores in each Domain and determined whether the educator is deemed Highly Effective, Effective, Needs Improvement (or Developing for Instructors), or Unsatisfactory. (See Appendix G for sample Summative Evaluation forms.) Every Summative Evaluation is ultimately reviewed and signed by the Superintendent. (See Appendix H for Summative Evaluation weightings.) 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 must submit the 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 may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year.

***Differentiated Support:*** Alternative Certification candidates, Developing Educators, any educator receiving an overall rating of Needs Improvement and/or Unsatisfactory two years in a row or an Unsatisfactory annual rating in Domain 1 in any year, and anyone who requests it will receive Differentiated Support. These services will include, but not be limited to: professional development, intensive assistance, technical assistance from invited FAMU College of Education faculty members, additional observations, videotaping and critiquing their own teaching, and/or pairing with someone in the building who has strengths in the area of weakness. In order to improve teaching practices, proscriptive measures may be assigned by the educator's assigned administrator. An agreed upon individual professional development plan, which may reference a professional growth plan, will be developed and signed by each party. As part of this plan, indicators of progress will be assessed and documented to determine that sufficient progress is being made throughout the year.

## **Educators**

As a University Research School, FAMU DRS has a unique faculty structure in which educators meeting specific criteria are able to serve both the K-12 and College of Education communities. Race to the Top has provided the opportunity to revitalize the categorization of educators used by the institution that reflect that faculty structure as stated in Article 14 of the Collective Bargaining Agreement between the United Faculty of Florida and FAMU DRS. For rank and promotion purposes, educators in their first through third years of teaching are considered University School Instructors. After that point, rising to subsequent ranks depends on the attainment of an advanced degree and at least three years of Effective or Highly Effective evaluations.

The additional metric for those wishing to rise in rank will include an approved action research project in the milestone year (the year in which the promotion is applied for and granted). The action research project shall be based on school improvement plan initiatives. For example, a fourth year instructor wishing to become an Assistant University School Professor at the DRS and having received three Highly Effective or Effective ratings will propose an action research project at the beginning of his or her fourth year. After the appropriate administrator along with a panel of faculty members approve the topic and research method proposed, the University School Instructor will have until the end of the year to complete the research and disseminate the results to the full faculty. The project will be rated based on the following criteria: importance to the school improvement process; thoroughness of the research; and impact to student performance. The project may receive a rating of highly effective, effective, developing, and unsatisfactory. The rating will impact 20% of the teacher effectiveness portion of the summative evaluation.

The additional metric for those fourth year teachers who are eligible to seek a promotion in rank but choose not to do so, will involve a parent evaluation tool that measures the perceived teaching effectiveness of the teacher. This tool will allow the parent to provide input into the teacher ratings based on four areas: communication, community service, ethics and teaching effectiveness. Each category will receive a rating of highly effective, effective, developing, and unsatisfactory for an overall score provided by the parent. The rating will impact 20% of the teacher effectiveness portion of the summative evaluation.

A milestone year may be defined as the year in which a teacher goes up for promotion. There are four professional ranks or levels available at FAMU DRS. The initial rank of University School Instructor is the first level and all teachers, regardless of years of experience, are hired at this level. The second level or rank is University School Assistant Professor. A teacher must have at least 3 years of teaching experience and must have an advanced degree. Notice of intent to apply for this rank must be received by the end of the spring semester of the prior year. The milestone year will commence at the beginning of the school year following receipt of the letter of intent. The milestone year for the third and fourth levels or ranks (University School Associate Professor and University School Professor) will proceed in a fashion similar to that of the University School Assistant Professor rank. Notice of intent to apply for the rank must be received by the end of the spring semester of the prior year. The milestone year will commence at the beginning of the school year following receipt of the letter of intent.

### University School Instructors

The Proficiency Scale for University School Instructors is

<b>HIGHLY EFFECTIVE (4)</b>	<b>EFFECTIVE (3)</b>	<b>DEVELOPING (2)</b>	<b>UNSATISFACTORY (1)</b>
Overall Score of 3.2 – 4.0	Overall Score of 2.3 – 3.1	Overall Score of 1.4 – 2.2	Overall Score of 1.0 – 1.3

### First Year Educators

First year educators traditionally require more assistance adjusting to teaching and to the culture of a particular school than more experienced educators. They are required to participate in the FAMU DRS Beginning Teacher Program, which is designed as a Professional Learning Community, intended to induct teachers into the profession by enhancing their teaching ability and pedagogical strategies. As part of this experience, they compile a portfolio, which includes samples of student work, and receive feedback specific to improvements and level of progress toward effective teaching. Educators who worked in districts other than FAMU DRS are expected to participate in the FAMU DRS Beginning Teacher Program. All First year educators, including those who have worked in districts other than FAMU DRS, will have two evaluations per year (one formative, one summative). The ratings compiled in the summative evaluation will come from several sources of evidence: a minimum of monthly walkthroughs (approximately 8 per semester), 2 informal observations (unannounced) and 2 formal observations.

### Second Year Educators

Second year educators who worked elsewhere their first year are expected to participate in the FAMU DRS Beginning Teacher Program. (See First Year Teachers above.) All second year educators, regardless of whether they taught previously at the DRS, will have two evaluations per year (one formative, one summative). The ratings in the summative evaluation will be compiled from: a minimum of monthly walkthroughs (approximately 8 per year), 2 informal observations (1 unannounced and 1 announced) and 2 formal observations. The formative evaluation shall occur at the end of the first semester and shall not be used in determining the summative evaluation. The formative evaluation shall only be used to inform the educator of his or her progress toward their summative evaluation. The formative evaluation may become part of the evaluation record if the evaluation results in the educator being placed on a Performance Improvement Plan (PIP).

### Third Year Educators

All third year educators, regardless of whether they taught previously at the DRS, will have two evaluations per year (one formative, one summative). The ratings in the summative evaluation will be compiled from: a minimum of monthly walkthroughs (approximately 8 per year), 1 informal observation and 2 formal observations. Alternative certification teachers are mandated to pass all sections of the



Florida Teacher Certification Examination by the end of their third year of teaching or they are not eligible for rehire regardless of their evaluation ratings.<sup>1</sup> The formative evaluation shall occur at the end of the first semester and shall not be used in determining the summative evaluation. The formative evaluation shall only be used to inform the educator of his or her progress toward their summative evaluation. The formative evaluation may become part of the evaluation record if the evaluation results in the educator being placed on a Performance Improvement Plan (PIP).

#### **Fourth Year Educators**

Fourth year educators who have received Highly Effective or Effective ratings their first three years and met the other promotion criteria (see above) may apply for the rank of University School Assistant Professor. Since this is a milestone year for those applying for rank, they will also engage in an action research project. (Please see above.) Also, they will be expected to accomplish the Professional Level of the Florida Educator Accomplished Practices. The ratings in the summative evaluation will be compiled from: a minimum of 4 walkthroughs per year, 1 informal observation (unannounced) and 1 formal observation. Their walkthroughs will be considered part of the formative evaluation process.

Fourth year educators who do not go up for rank, continue to be evaluated by the same ratings in the summative evaluation as third year teachers: a minimum monthly walkthroughs (approximately 8 per year), 1 informal observation and 2 formal observations. The formative evaluation shall occur at the end of the first semester and shall not be used in determining the summative evaluation. The formative evaluation shall only be used to inform the educator of his or her progress toward their summative evaluation. The formative evaluation may become part of the evaluation record if the evaluation results in the educator being placed on a Performance Improvement Plan (PIP). However, starting in their fifth year of teaching, they will be held to the same proficiency scale as University School Assistant Professors. In addition, fourth year teachers who choose not to go up for rank will have as an added metric, a parent performance evaluation that will impact 20% of the teacher effectiveness portion of the summative evaluation.

If at any time University School Instructors receive an overall rating of Needs Improvement and/or Unsatisfactory two years in a row or an Unsatisfactory annual rating in Domain 1 in any year they will receive Differentiated Support. (Please see above.)

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<sup>1</sup> <http://www.fldoe.org/edcert/pdf/Pathways.pdf>

### University School Assistant Professors

The Proficiency Scale for University School Assistant Professors is

<b>HIGHLY EFFECTIVE (4)</b>	<b>EFFECTIVE (3)</b>	<b>NEEDS IMPROVEMENT (2)</b>	<b>UNSATISFACTORY (1)</b>
Overall Score of 3.2 – 4.0	Overall Score of 2.5 – 3.4	Overall Score of 1.5 – 2.4	Overall Score of 1.0 – 1.4

University School Assistant Professors who have received Highly Effective or Effective ratings for three consecutive years and met the other promotion criteria (see above) may apply for the rank of University School Associate Professor. Since this will be a milestone year for those applying for rank, they will also engage in an action research project. (Please see above.) Furthermore, they will be expected to continue at the Professional Level of the Florida Educator Accomplished Practices through their sixth year of teaching. Beginning in their seventh year they will be expected to be functioning at the Accomplished Level of the Florida Educator Accomplished Practices and will be held to the same proficiency scale as University School Associate Professors whether or not they go up for rank.

Their walkthroughs will be considered a part of their formative evaluations. The ratings in the summative evaluation will be compiled from: 1 informal observation (unannounced) and 1 formal observation. University School Assistant Professors who do not go up for rank, will continue to be evaluated by these ratings in the summative evaluation.

If at any time University School Assistant Professors receive an overall rating of Needs Improvement and/or Unsatisfactory two years in a row or an Unsatisfactory annual rating in Domain 1 in any year they will receive Differentiated Support. (Please see above.)

### University School Associate Professors and Professors

The Proficiency Scale for University School Associate Professors and Professors is

<b>HIGHLY EFFECTIVE (4)</b>	<b>EFFECTIVE (3)</b>	<b>NEEDS IMPROVEMENT (2)</b>	<b>UNSATISFACTORY (1)</b>
Overall Score of 3.5 – 4.0	Overall Score of 2.7 – 3.4	Overall Score of 1.6 – 2.6	Overall Score of 1.0 – 1.5

University School Associate Professors who have received Highly Effective or Effective ratings for three consecutive years and met the other promotion criteria (see above) may apply for the rank of University School Professor. Since this will be a milestone year for those applying for rank, they will also engage in an action research project. (Please see above.) University School Associate Professors and Professors will be expected to be functioning at the Accomplished Level of the Florida Educator Accomplished Practices.

Their walkthroughs will be considered a part of their formative evaluations. The ratings in the summative evaluation will be compiled from: 1 formal observation. In the pre-conference University School Professors may negotiate with their observer for what form will be used for their observation.

If at any time University School Associate Professors or Professors receive an overall rating of Needs Improvement and/or Unsatisfactory two years in a row or an Unsatisfactory annual rating in Domain 1 in any year they will receive Differentiated Support. (Please see above.)

#### Other Educators

Educators who are categorized as Instructional Personnel who are not classroom teachers, include Librarian/Media Specialists; Counselors; Reading, Math and Literacy Coaches; Curriculum Resource Teachers; and Teachers on Special Assignment.

For rank and promotion purposes, Instructional Personnel in their first through third years of teaching are considered University School Instructors. After that point, rising to subsequent ranks depends on the attainment of an advanced degree and at least three years of Effective or Highly Effective evaluations.

The additional measure for those wishing to rise in rank will be to complete an approved action research project in their milestone year, which will be included in their summative evaluation on the year for which the promotion is applied for and granted. Most action research projects should be based on the School Improvement Plan. Likewise, in any milestone year that a DRS faculty member goes up for promotion, he or she will complete an action research project as part of his or her summative evaluation. (See above.)

### University School Instructors

The Proficiency Scale for Instructional Personnel who are considered University School Instructors is the same as for University School Instructors who are classroom teachers.

<b>HIGHLY EFFECTIVE (4)</b>	<b>EFFECTIVE (3)</b>	<b>DEVELOPING (2)</b>	<b>UNSATISFACTORY (1)</b>
Overall Score of 3.2 – 4.0	Overall Score of 2.3 – 3.1	Overall Score of 1.4 – 2.2	Overall Score of 1.0 – 1.3

### First Year Educators

First year educators, whether they are Instructional Personnel or classroom teachers, traditionally require more assistance adjusting to teaching and to the culture of a particular school than more experienced educators. They are required to participate in the FAMU DRS Beginning Teacher Program, which is designed as a Professional Learning Community, intended to induct educators into the profession. As part of this experience, they compile a portfolio, which includes samples of student work, and receive feedback specific to improvements and level of progress toward effective teaching. Educators who worked in districts other than FAMU DRS are expected to participate in the FAMU DRS Beginning Teacher Program. All First year educators, including those who have worked in districts other than FAMU DRS, will have two evaluations per year (one formative, one summative). The ratings compiled in the summative evaluation will come from several sources of evidence: a minimum of monthly walkthroughs (approximately 8 per semester), 2 informal observations (unannounced) and 2 formal observations.

### Second Year Educators

Second year educators who worked elsewhere their first year are expected to participate in the FAMU DRS Beginning Teacher Program. (See First Year Teachers above.) All second year educators, regardless of whether they taught previously at the DRS, will have two evaluations per year (one formative, one summative). The ratings in the summative evaluation will be compiled from: a minimum of monthly walkthroughs (approximately 8 per year), 2 informal observations (1 unannounced and 1 announced) and 2 formal observations. The formative evaluation shall occur at the end of the first semester and shall not be used in determining the summative evaluation. The formative evaluation shall only be used to inform the educator of his or her progress toward their summative evaluation. The formative evaluation may become part of the evaluation record if the evaluation results in the educator being placed on a Performance Improvement Plan (PIP).

### Third Year Educators

All third year educators, regardless of whether they taught previously at the DRS, will have two evaluations per year (one formative, one summative). The ratings in the summative evaluation will be

compiled from: a minimum of monthly walkthroughs (approximately 8 per year), 1 informal observation and 2 formal observations. Alternative certification teachers are mandated to pass all sections of the Florida Teacher Certification Examination by the end of their third year of teaching or they are not eligible for rehire regardless of their evaluation ratings.<sup>2</sup> The formative evaluation shall occur at the end of the first semester and shall not be used in determining the summative evaluation. The formative evaluation shall only be used to inform the educator of his or her progress toward their summative evaluation. The formative evaluation may become part of the evaluation record if the evaluation results in the educator being placed on a Performance Improvement Plan (PIP).

#### **Fourth Year Educators**

Fourth year educators who have received Highly Effective or Effective ratings their first three years and met the other promotion criteria (see above) may apply for the rank of University School Assistant Professor. Since this is a milestone year for those applying for rank, they will also engage in an action research project. (Please see above.) The ratings in the summative evaluation will be compiled from: a minimum of 4 walkthroughs per year, 1 informal observation (unannounced) and 1 formal observation. Their walkthroughs will be considered part of the formative evaluation process.

Fourth year educators who do not go up for rank, continue to be evaluated by the same ratings in the summative evaluation as third year teachers: a minimum of monthly walkthroughs (approximately 8 per year), 1 informal observation and 2 formal observations. The formative evaluation shall occur at the end of the first semester and shall not be used in determining the summative evaluation. The formative evaluation shall only be used to inform the educator of his or her progress toward their summative evaluation. The formative evaluation may become part of the evaluation record if the evaluation results in the educator being placed on a Performance Improvement Plan (PIP). However, starting in their fifth year of employment, they will be held to the same proficiency scale as University School Assistant Professors.

If at any time University School Instructors receive an overall rating of Needs Improvement and/or Unsatisfactory two years in a row or an Unsatisfactory annual rating in Domain 1 in any year they will receive Differentiated Support. (Please see above.)

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<sup>2</sup> <http://www.fldoe.org/edcert/pdf/Pathways.pdf>

### University School Assistant Professors

The Proficiency Scale for Instructional Personnel who are considered University School Assistant Professors is the same as for University School Assistant Professors who are classroom teachers.

<b>HIGHLY EFFECTIVE (4)</b>	<b>EFFECTIVE (3)</b>	<b>NEEDS IMPROVEMENT (2)</b>	<b>UNSATISFACTORY (1)</b>
Overall Score of 3.2 – 4.0	Overall Score of 2.5 – 3.4	Overall Score of 1.5 – 2.4	Overall Score of 1.0 – 1.4

University School Assistant Professors who have received Highly Effective or Effective ratings for three consecutive years and met the other promotion criteria (see above) may apply for the rank of University School Associate Professor. Since this will be a milestone year for those applying for rank, they will also engage in an action research project. (Please see above.) Furthermore, they will be held to the same proficiency scale as University School Associate Professors whether or not they go up for rank.

Their walkthroughs will be considered formative evaluations. The ratings in the summative evaluation will be compiled from: 1 informal observation (unannounced) and 1 formal observation. University School Assistant Professors who do not go up for rank, will continue to be evaluated by these ratings in the summative evaluation.

If at any time University School Assistant Professors receive an overall rating of Needs Improvement and/or Unsatisfactory two years in a row or an Unsatisfactory annual rating in Domain 1 in any year they will receive Differentiated Support. (Please see above.)

### University School Associate Professors and Professors

The Proficiency Scale for University School Associate Professors and Professors is

<b>HIGHLY EFFECTIVE (4)</b>	<b>EFFECTIVE (3)</b>	<b>NEEDS IMPROVEMENT (2)</b>	<b>UNSATISFACTORY (1)</b>
Overall Score of 3.5 – 4.0	Overall Score of 2.7 – 3.4	Overall Score of 1.6 – 2.6	Overall Score of 1.0 – 1.5

University School Associate Professors who have received Highly Effective or Effective ratings for three consecutive years and met the other promotion criteria (see above) may apply for the rank of University School Professor. Since this will be a milestone year for those applying for rank, they will also engage in an action research project. (Please see above.)

Their walkthroughs will be considered part of the formative evaluation process. The ratings in the summative evaluation will be compiled from: 1 formal observation. In the pre-conference University School Professors may negotiate with their observer for what form will be used for their observation.

If at any time University School Associate Professors or Professors receive an overall rating of Needs Improvement and/or Unsatisfactory two years in a row or an Unsatisfactory annual rating in Domain 1 in any year they will receive Differentiated Support. (Please see above.)

### Timeline for Implementation

School Year	Category of Educator	Parts of Model to be Evaluated
2011-2012	All Educators	40% Domain 1 25% Domain 2 20% Domain 3 15% Domain 4
2012-2013	First Year Educators	40% Domain 1 25% Domain 2 20% Domain 3 15% Domain 4
	Year 1+ Educators	45% Domain 1 25% Domain 2 15% Domain 3 15% Domain 4
2013-2014 and subsequent years	First Year Educators	40% Domain 1 25% Domain 2 20% Domain 3 15% Domain 4
	Second Year Educators	45% Domain 1 25% Domain 2 15% Domain 3 15% Domain 4
	Year 2+ Educators	50% Domain 1 20% Domain 2 15% Domain 3 15% Domain 4

All observers and evaluators will be trained in the FAMU DRS teacher evaluation system before they undertake their first observation. In addition to being trained in the evaluation process, the roles of observers, and the observation instruments, part of this training will consist of exercises to establish inter-rater reliability among observers. Each year, as additional observers are trained, those observers previously trained will meet with those newly trained for a session to norm all observers' evaluations. This norming session will serve as a process for monitoring the use of evaluation criteria by observers.

Each year after results of statewide assessments are available, the administrators will meet to monitor the effectiveness of the system to improve student learning and instruction by comparing test results with evaluation results. They will report their findings to the FAMU DRS School Advisory Board to document the school's compliance with the Teacher Evaluation System. If the findings merit and the School Advisory Board determines that changes are warranted, the administration will negotiate the proposed changes with the UFF. All changes shall be submitted to the Florida Department of Education for approval before they are accepted as final and binding.



## Appendix A

### FEAPS Crosswalks to Marzano Art and Science of Teaching



#### Florida Department of Education Support for Local Education Agencies

##### FEAPS Crosswalk to Marzano Art and Science of Teaching

##### a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
1a Aligns instruction with state-adopted standards at the appropriate level	<p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p style="background-color: #c6e0b4;">2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>			

## Appendix B

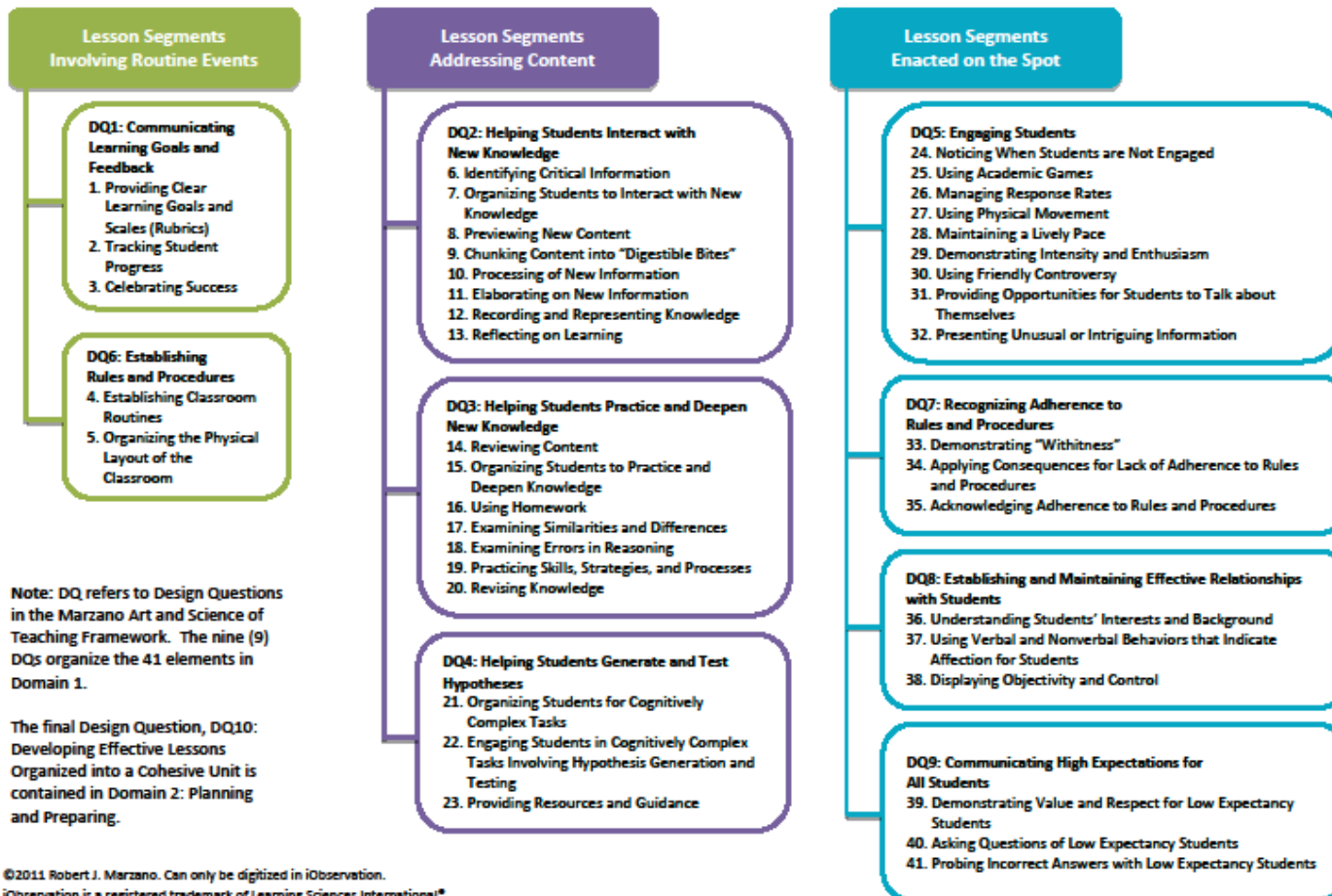
### Overview of Marzano Art and Science of Teaching Framework

#### Marzano Art and Science of Teaching Framework Learning Map



#### Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.





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Appendix C

Sample Informal Observation instruments



## 2011-2012 Domain 1 Snapshot

### Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

Comments:

2. What is the teacher doing to establish or maintain classroom rules and procedures?

Comments:

### Lesson Segments that Address Content

3. What is the teacher doing to help students effectively interact with new knowledge?

Comments:

### Lesson Segments that are Enacted on the Spot

4. What is the teacher doing to engage students?

Comments:



## First Year Teacher Domain 1 Snapshot

### Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

Comments:

2. What is the teacher doing to establish or maintain classroom rules and procedures?

Comments:

### Lesson Segments that Address Content

3. What is the teacher doing to help students effectively interact with new knowledge?

Comments:

### Lesson Segments that are Enacted on the Spot

4. What is the teacher doing to engage students?

Comments:



## 2012-2013 Domain 1 Snapshot

(Year 1+ Educators)

### Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

**1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?**

Comments:

**2. What is the teacher doing to establish or maintain classroom rules and procedures?**

Comments:

### Lesson Segments that Address Content

**3. What is the teacher doing to help students effectively interact with new knowledge?**

Comments:

**4. What is the teacher doing to help students practice and deepen their understanding of new knowledge?**

Comments:

### Lesson Segments that are Enacted on the Spot

**5. What is the teacher doing to engage students?**

Comments:

**6. What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?**

Comments:

**7. What is the teacher doing to establish and maintain effective relationships with students?**

Comments:



## Second Year Teacher Domain 1 Snapshot

### Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

**1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?**

Comments:

**2. What is the teacher doing to establish or maintain classroom rules and procedures?**

Comments:

### Lesson Segments that Address Content

**3. What is the teacher doing to help students effectively interact with new knowledge?**

Comments:

**4. What is the teacher doing to help students practice and deepen their understanding of new knowledge?**

Comments:

### Lesson Segments that are Enacted on the Spot

**5. What is the teacher doing to engage students?**

Comments:

**6. What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?**

Comments:

**7. What is the teacher doing to establish and maintain effective relationships with students?**

Comments:



**Domain 1 Snapshot**  
(Year 2+ Educators)

**Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson**

**1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?**

Comments:

**2. What is the teacher doing to establish or maintain classroom rules and procedures?**

Comments:

**Lesson Segments that Address Content**

**3. What is the teacher doing to help students effectively interact with new knowledge?**

Comments:

**4. What is the teacher doing to help students practice and deepen their understanding of new knowledge?**

Comments:

**5. What is the teacher doing to help students generate and test hypotheses about new knowledge?**

Comments:

**Lesson Segments that are Enacted on the Spot**

**6. What is the teacher doing to engage students?**

Comments:

**7. What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?**

Comments:

**8. What is the teacher doing to establish and maintain effective relationships with students?**

Comments:

**9. What is the teacher doing to communicate high expectations for all students?**

Comments:

**10. What is the teacher doing to pull all this together into one cohesive unit?**

Comments:





Appendix D

Sample Formal Observation Instruments



## Lesson Segments Involving Routine Events

**Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?**

### 1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

#### Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

#### Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

#### Scale Levels: (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing clear learning goals and scales (rubrics)</b>	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing clear learning goals and scales (rubrics)</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?



**2. Tracking Student Progress**

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

**Teacher Evidence**

- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

**Student Evidence**

- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Tracking student progress</b>	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Tracking student progress</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?



**3. Celebrating Success**

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

**Teacher Evidence**

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause

**Student Evidence**

- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

**Scale Levels: (choose one)**

- Innovating    
  Applying    
  Developing    
  Beginning    
  Not Using    
  Not Applicable

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Celebrating success</b>	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.



**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Celebrating success</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

**4. Student Interviews**

**Student Questions:**

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.



## Lesson Segments Addressing Content

### Design Question #2: What will I do to help students effectively interact with new knowledge?

#### 1. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

##### Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
- Teacher cues the importance of upcoming information in some indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement

##### Student Evidence

- When asked, students can describe the level of importance of the information addressed in class
- When asked, students can explain why the content is important to pay attention to
- Students visibly adjust their level of engagement

##### Scale Levels: (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Identifying critical information</b>	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Identifying critical information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How can you signal to students which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your instruction?



**2. Organizing Students to Interact with New Knowledge**

The teacher organizes students into small groups to facilitate the processing of new information.

**Teacher Evidence**

- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into ad hoc groups for the lesson
  - Diads
  - Triads
  - Small groups up to about 5

**Student Evidence**

- Students move to groups in an orderly fashion
- Students appear to understand expectations about appropriate behavior in groups
  - Respect opinions of others
  - Add their perspective to discussions
  - Ask and answer questions

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing students to interact with new knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing students to interact with new knowledge</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize students into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?



### 3. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

#### Teacher Evidence

- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
  - Anecdotes
  - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

#### Student Evidence

- When asked, students can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

#### Scale Levels: (choose one)

- Innovating   
  Applying   
  Developing   
  Beginning   
  Not Using   
  Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Previewing new content</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Previewing new content</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your instruction?





**4. Chunking Content into “Digestible Bites”**

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

**Teacher Evidence**

- Teacher stops at strategic points in a verbal presentation
- While playing a video tape, the teacher turns the tape off at key junctures
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points

**Student Evidence**

- When asked, students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Chunking content into digestible bites</b>	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Chunking content into digestible bites</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How can you break input experiences into small chunks based on student needs?	How can you begin to incorporate some aspect of this strategy in your instruction?

**5. Processing New Information**

During breaks in the presentation of content, the teacher engages students in actively processing new information.

**Teacher Evidence**

- Teacher has group members summarize new information
- Teacher employs formal group processing strategies



- Jigsaw
- Reciprocal Teaching
- Concept attainment

**Student Evidence**

- When asked, students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
  - Group members ask each other and answer questions about the information
  - Group members make predictions about what they expect next

**Scale Levels: (choose one)**

- Innovating   
  Applying   
  Developing   
  Beginning   
  Not Using   
  Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Processing new information</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.



<b>Processing new information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?
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**Reflection Questions**



**6. Elaborating on New Information**

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

**Teacher Evidence**

- Teacher asks explicit questions that require students to make elaborative inferences about the content
- Teacher asks students to explain and defend their inferences
- Teacher presents situations or problems that require inferences

**Student Evidence**

- Students volunteer answers to inferential questions
- Students provide explanations and “proofs” for inferences

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Elaborating on new information</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Elaborating on new information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How can you engage students in answering inferential questions?	How can you begin to incorporate some aspect of this strategy in your instruction?



**7. Recording and Representing Knowledge**

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

**Teacher Evidence**

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- Teacher asks students to create mnemonics that organize the content

**Student Evidence**

- Students' summaries and notes include critical content
- Students' nonlinguistic representations include critical content
- When asked, students can explain main points of the lesson

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Recording and representing knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Recording and representing knowledge</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	How can you begin to incorporate some aspect of this strategy in your instruction?



**8. Reflecting on Learning**

The teacher engages students in activities that help them reflect on their learning and the learning process.

**Teacher Evidence**

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning

**Student Evidence**

- When asked, students can explain what they are clear about and what they are confused about
- When asked, students can describe how hard they tried
- When asked, students can explain what they could have done to enhance their learning

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Reflecting on learning</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Reflecting on learning</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How can you engage students in reflecting on their own learning and the learning process?	How can you begin to incorporate some aspect of this strategy in your instruction?



## 9. Student Interviews

### Student Questions:

- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?



## Lesson Segments Addressing Content

**Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?**

### 1. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

#### Teacher Evidence

- Teacher begins the lesson with a brief review of content
- Teacher uses specific strategies to review information
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise

#### Student Evidence

- When asked, students can describe the previous content on which new lesson is based
- Student responses to class activities indicate that they recall previous content

#### Scale Levels: (choose one)

- Innovating   
  Applying   
  Developing   
  Beginning   
  Not Using   
  Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Reviewing content</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Reviewing content</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How can you engage students in a brief review of content that highlights the critical information?	How can you begin to incorporate some aspect of this strategy in your instruction?





**2. Organizing Students to Practice and Deepen Knowledge**

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

**Teacher Evidence**

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

**Student Evidence**

- When asked, students explain how the group work supports their learning
- While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
  - Asking each other questions
  - Obtaining feedback from their peers

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing students to practice and deepen knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes students into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing students to practice and deepen knowledge</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

**3. Using Homework**

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

**Teacher Evidence**

- Teacher communicates a clear purpose for homework



- Teacher extends an activity that was begun in class to provide students with more time
- Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

**Student Evidence**

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- Students ask clarifying questions of the homework that help them understand its purpose

**Scale Levels:** (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using homework</b>	Adapts and creates new strategies for unique student needs and situations.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using homework</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?



**4. Examining Similarities and Differences**

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

**Teacher Evidence**

- Teacher engages students in activities that require students to examine similarities and differences between content
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content
  - Ask students to summarize what they have learned from the activity
  - Ask students to explain how the activity has added to their understanding

**Student Evidence**

- Student artifacts indicate that their knowledge has been extended as a result of the activity
- When asked about the activity, student responses indicate that they have deepened their understanding
- When asked, students can explain similarities and differences
- Student artifacts indicate that they can identify similarities and differences

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Examining similarities and differences</b>	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Examining similarities and differences</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine similarities and differences?	How can you begin to incorporate some aspect of this strategy in your instruction?



**5. Examining Errors in Reasoning**

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

**Teacher Evidence**

- Teacher asks students to examine information for errors or informal fallacies
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- Teacher asks students to examine the strength of support presented for a claim
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim

**Student Evidence**

- When asked, students can describe errors or informal fallacies in information
- When asked, students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate that they can identify errors in reasoning.

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Examining errors in reasoning</b>	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Examining errors in reasoning</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations?	In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them?	How can you begin to incorporate some aspect of this strategy in your instruction?

**6. Practicing Skills, Strategies, and Processes**

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them



develop fluency.

**Teacher Evidence**

Teacher engages 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

**Student Evidence**

Students perform the skill, strategy, or process with increased confidence

Students perform the skill, strategy, or process with increased competence

**Scale Levels:** *(choose one)*

Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Practicing skills, strategies, and processes</b>	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Practicing skills, strategies, and processes</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How can you engage students in practice activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?



**7. Revising Knowledge**

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

**Teacher Evidence**

- Teacher asks students to examine previous entries in their academic notebooks or notes
- The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed

**Student Evidence**

- Students make corrections to information previously recorded about content
- When asked, students can explain previous errors or misconceptions they had about content

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Revising knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Revising knowledge</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for revising content that address unique student needs and situations?	In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding?	How can you engage students in the revision of previous content?	How can you begin to incorporate some aspect of this strategy in your instruction?



## 8. Student Interviews

### Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?



## Lesson Segments Addressing Content

### Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

#### 1. Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

##### Teacher Evidence

- Teacher establishes the need to generate and test hypotheses
- Teacher organizes students into groups to generate and test hypotheses

##### Student Evidence

- When asked, students describe the importance of generating and testing hypotheses about content
- When asked, students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses

##### Scale Levels: (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing students for cognitively complex tasks</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing students for cognitively complex tasks</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize students in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

#### 2. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry,





investigation) that require them to generate and test hypotheses.

**Teacher Evidence**

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

**Student Evidence**

- Students are clearly working on tasks that require them to generate and test hypotheses
- When asked, students can explain the hypothesis they are testing
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Engaging students in cognitively complex tasks involving hypothesis generation and testing</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Engaging students in cognitively complex tasks involving hypothesis generation and testing</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your instruction?

**3. Providing Resources and Guidance**

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

**Teacher Evidence**

- Teacher makes himself/herself available to students who need guidance or resources



<ul style="list-style-type: none"> <li>• Circulates around the room</li> <li>• Provides easy access to himself/herself</li> </ul> <input type="checkbox"/> Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks <input type="checkbox"/> Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students					
<b>Student Evidence</b> <input type="checkbox"/> Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks <input type="checkbox"/> When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks					
<b>Scale Levels: (choose one)</b> <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable					
	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing resources and guidance</b>	Adapts and creates new strategies for unique student needs and situations.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing resources and guidance</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?



#### 4. Student Interviews

**Student Questions:**

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?



## Lesson Segments Enacted on the Spot

### Design Question #5: What will I do to engage students?

1. Noticing when Students are Not Engaged					
The teacher scans the room making note of when students are not engaged and takes overt action.					
<b>Teacher Evidence</b>					
<input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged <input type="checkbox"/> Teacher notices when the energy level in the room is low <input type="checkbox"/> Teacher takes action to re-engage students					
<b>Student Evidence</b>					
<input type="checkbox"/> Students appear aware of the fact that the teacher is taking note of their level of engagement <input type="checkbox"/> Students try to increase their level of engagement when prompted <input type="checkbox"/> When asked, students explain that the teacher expects high levels of engagement					
<b>Scale Levels:</b> (choose one)					
<input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable					
	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when students are not engaged and take action to engage students?	How can you begin to incorporate some aspects of this strategy into your instruction?



**2. Using Academic Games**

The teacher uses academic games and inconsequential competition to maintain student engagement.

**Teacher Evidence**

- Teacher uses structured games such as Jeopardy, family feud, and the like
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games

**Student Evidence**

- Students engage in the games with some enthusiasm
- When asked, students can explain how the games keep their interest and help them learn or remember content

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using academic games</b>	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using academic games</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How can you use academic games and inconsequential competition to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?



**3. Managing Response Rates**

The teacher uses response rate techniques to maintain student engagement in questions.

**Teacher Evidence**

- Teacher uses wait time
- Teacher uses response cards
- Teacher has students use hand signals to respond to questions
- Teacher uses choral response
- Teacher uses technology to keep track of students' responses
- Teacher uses response chaining

**Student Evidence**

- Multiple students or the entire class responds to questions posed by the teacher
- When asked, students can describe their thinking about specific questions posed by the teacher

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Managing response rates</b>	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Managing response rates</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How can you use response rate techniques to maintain student engagement in questions?	How can you begin to incorporate this strategy into your instruction?



**4. Using Physical Movement**

The teacher uses physical movement to maintain student engagement.

**Teacher Evidence**

- Teacher has students stand up and stretch or related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher use give-one-get-one activities that require students to move about the room

**Student Evidence**

- Students engage in the physical activities designed by the teacher
- When asked, students can explain how the physical movement keeps their interest and helps them learn

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using physical movement</b>	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using physical movement</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How can you use physical movement to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?



**5. Maintaining a Lively Pace**

The teacher uses pacing techniques to maintain students' engagement.

**Teacher Evidence**

- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e. speeds up and slows down)

**Student Evidence**

- Students quickly adapt to transitions and re-engage when a new activity is begun
- When asked about the pace of the class, students describe it as not too fast or not too slow

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Maintaining a lively pace</b>	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Maintaining a lively pace</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique student needs and situations?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How can you use pacing techniques to maintain students' engagement?	How can you begin to incorporate this strategy into your instruction?

**6. Demonstrating Intensity and Enthusiasm**





The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

**Teacher Evidence**

- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- Teacher overtly adjusts energy level

**Student Evidence**

- When asked, students say that the teacher “likes the content” and “likes teaching”
- Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Demonstrating intensity and enthusiasm</b>	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Demonstrating intensity and enthusiasm</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate this strategy into your instruction?



**7. Using Friendly Controversy**

The teacher uses friendly controversy techniques to maintain student engagement.

**Teacher Evidence**

- Teacher structures mini-debates about the content
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class

**Student Evidence**

- Students engage in friendly controversy activities with enhanced engagement
- When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.
- When asked, students explain how a friendly controversy activity helped them better understand the content

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using friendly controversy</b>	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Using friendly controversy</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using friendly controversy to maintain student engagement that address unique student needs and situations?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which students keep engaged?	How can you use friendly controversy techniques to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

**8. Providing Opportunities for Students to Talk about Themselves**



The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

**Teacher Evidence**

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

**Student Evidence**

- Students engage in activities that require them to make connections between their personal interests and the content
- When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing opportunities for students to talk about themselves</b>	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Providing opportunities for students to talk about themselves</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

**9. Presenting Unusual or Intriguing Information**

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

**Teacher Evidence**



- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher engages students in activities like “Believe it or not” about the content
- Teacher uses guest speakers to provide unusual information about the content

**Student Evidence**

- Students’ attention increases when unusual information is presented about the content
- When asked, students explain how the unusual information makes them more interested in the content

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Presenting unusual or intriguing information</b>	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students’ interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Presenting unusual or intriguing information</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students’ interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate this strategy into your instruction?



## 10. Student Interviews

### Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that made you bored?



## Lesson Segments Involving Routine Events

**Design Question #6: What will I do to establish and maintain classroom rules and procedures?**

### 1. Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

**Teacher Evidence**

- Teacher involves students in designing classroom routines
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used

**Student Evidence**

- Students follow clear routines during class
- When asked, students can describe established rules and procedures
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their own behavior

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Establishing classroom routines</b>	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Establishing classroom routines</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How can you establish and review expectations regarding rules and procedures?	How can you begin to incorporate some aspects of this strategy into your instruction?

### 2. Organizing the Physical Layout of the Classroom



The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

**Teacher Evidence**

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning:
  - Bulletin boards relate to current content
  - Students work is displayed

**Student Evidence**

- Students move easily about the classroom
- Students make use of materials and learning centers
- Students attend to examples of their work that are displayed
- Students attend to information on the bulletin boards
- Students can easily focus on instruction

**Scale Levels: (choose one)**

Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing the physical layout of the classroom</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Organizing the physical layout of the classroom</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?



### 3. Student Interviews

**Student Questions:**

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?





## Lesson Segments Enacted on the Spot

**Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?**

### 1. Demonstrating “Withitness”

The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

**Teacher Evidence**

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations

**Student Evidence**

- Students recognize that the teacher is aware of their behavior
- When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Demonstrating “withitness”</b>	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Demonstrating “withitness”</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique student needs and situations?	In addition to, using behaviors associated with “withitness,” how can you monitor the effect on students’ behavior?	How can you use behaviors associated with “withitness”?	How can you begin to incorporate this strategy into your instruction?

### 2. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.



**Teacher Evidence**

- Teacher provides nonverbal signals when students' behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head, no
- Teacher provides verbal signals when students' behavior is not appropriate
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

**Student Evidence**

- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- When asked, students describe the teacher as fair in application of rules

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Applying consequences for lack of adherence to rules and procedures</b>	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Applying consequences for lack of adherence to rules and procedures</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

**3. Acknowledging Adherence to Rules and Procedures**

The teacher consistently and fairly acknowledges adherence to rules and procedures.

**Teacher Evidence**

- Teacher provides nonverbal signals that a rule or procedure has been followed:
  - Smile



- Nod of head
- High Five
- Teacher gives verbal cues that a rule or procedure has been followed:
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
- Teacher uses tangible recognition when a rule or procedure has been followed:
  - Certificate of merit
  - Token economies

**Student Evidence**

- Students appear appreciative of the teacher acknowledging their positive behavior
- When asked, students describe teacher as appreciative of their good behavior
- The number of students adhering to rules and procedures increases

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Acknowledging adherence to rules and procedures</b>	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Acknowledging adherence to rules and procedures</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?



#### 4. Student Interviews

**Student Questions:**

- How well did you do at following classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?



## Lesson Segments Enacted on the Spot

**Design Question #8: What will I do to establish and maintain effective relationships with students?**

### 1. Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

**Teacher Evidence**

- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

**Student Evidence**

- When asked, students describe the teacher as someone who knows them and/or is interested in them
- Students respond when teacher demonstrates understanding of their interests and background
- When asked students say they feel accepted

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Understanding students' interests and background</b>	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Understanding students' interests and background</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use students' interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

### 2. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.



<p><b>Teacher Evidence</b></p> <input type="checkbox"/> Teacher compliments students regarding academic and personal accomplishments <input type="checkbox"/> Teacher engages in informal conversations with students that are not related to academics <input type="checkbox"/> Teacher uses humor with students when appropriate <input type="checkbox"/> Teacher smiles, nods, (etc) at students when appropriate <input type="checkbox"/> Teacher puts hand on students' shoulders when appropriate					
<p><b>Student Evidence</b></p> <input type="checkbox"/> When asked, students describe teacher as someone who cares for them <input type="checkbox"/> Students respond to teachers verbal interactions <input type="checkbox"/> Students respond to teachers nonverbal interactions					
<p><b>Scale Levels: (choose one)</b></p> <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

<b>3. Displaying Objectivity and Control</b>
The teacher behaves in an objective and controlled manner.



<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> Teacher does not exhibit extremes in positive or negative emotions</p> <p><input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner</p> <p><input type="checkbox"/> Teacher interacts with all students in the same calm and controlled fashion</p> <p><input type="checkbox"/> Teacher does not demonstrate personal offense at student misbehavior</p>					
<p><b>Student Evidence</b></p> <p><input type="checkbox"/> Students are settled by the teacher's calm demeanor</p> <p><input type="checkbox"/> When asked, the students describe the teacher as in control of himself/herself and in control of the class</p> <p><input type="checkbox"/> When asked, students say that the teacher does not hold grudges or take things personally</p>					
<p><b>Scale Levels: (choose one)</b></p> <p><input type="checkbox"/> Innovating    <input type="checkbox"/> Applying    <input type="checkbox"/> Developing    <input type="checkbox"/> Beginning    <input type="checkbox"/> Not Using    <input type="checkbox"/> Not Applicable</p>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Displaying emotional objectivity and control</b>	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Displaying emotional objectivity and control</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?



#### 4. Student Interviews

**Student Questions:**

- How much did you feel accepted and welcomed in the class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?





## Lesson Segments Enacted on the Spot

### Design Question #9: What will I do to communicate high expectations for all students?

#### 1. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

##### Teacher Evidence

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides low expectancy with nonverbal indications that they are valued and respected:
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- The teacher proves low expectancy students with verbal indications that they are valued and respected:
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students

##### Student Evidence

- When asked, students say that the teacher cares for all students
- Students treat each other with respect

##### Scale Levels: (choose one)

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Communicating value and respect for low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

#### Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
<b>Communicating value and respect for low expectancy students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

#### 2. Asking Questions of Low Expectancy Students



The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

**Teacher Evidence**

- Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

**Student Evidence**

- When asked, students say the teacher expects everyone to participate
- When asked, students say the teacher asks difficult questions of every student

**Scale Levels: (choose one)**

- Innovating     Applying     Developing     Beginning     Not Using     Not Applicable

	Innovating	Applying	Developing	Beginning	Not Using
<b>Asking questions of low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Asking questions of low expectancy students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

**3. Probing Incorrect Answers with Low Expectancy Students**

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.



<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> Teacher asks low expectancy students to further explain their answers when they are incorrect</p> <p><input type="checkbox"/> Teacher rephrases questions for low expectancy students when they provide an incorrect answer</p> <p><input type="checkbox"/> Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly</p> <p><input type="checkbox"/> When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time</p>					
<p><b>Student Evidence</b></p> <p><input type="checkbox"/> When asked, students say that the teacher won't "let you off the hook"</p> <p><input type="checkbox"/> When asked, students say that the teacher "won't give up on you"</p> <p><input type="checkbox"/> When asked, students say the teacher helps them answer questions successfully</p>					
<p><b>Scale Levels: (choose one)</b></p> <p><input type="checkbox"/> Innovating    <input type="checkbox"/> Applying    <input type="checkbox"/> Developing    <input type="checkbox"/> Beginning    <input type="checkbox"/> Not Using    <input type="checkbox"/> Not Applicable</p>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Probing incorrect answers by low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Reflection Questions**

	Innovating	Applying	Developing	Beginning	Not Using
<b>Probing incorrect answers by low expectancy students</b>	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

**4. Student Interviews**

**Student Questions:**

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?



**Domain 2: Planning and Preparing (Short Form)**

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

**Planning and Preparing for Lessons and Units**

1. Effective Scaffolding of Information within Lessons	
<p>Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
2. Lessons within Units	
<p>The teacher organizes lessons within units to progress toward a deep understanding of content.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
3. Attention to Established Content Standards	
<p>The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>



**Planning and Preparing for Use of Resources and Technology**

**1. Use of Available Traditional Resources**

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

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

**2. Use of Available Technology**

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

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



**Planning and Preparing for Special Needs of Students**

**1. Needs of English Language Learners**

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

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

**2. Needs of Special Education Students**

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

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

**3. Needs of Students Who Lack Support for Schooling**

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

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

**Domain 2: Planning and Preparing (Long Form)**

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

**Planning and Preparing for Lessons and Units**

1. Effective Scaffolding of Information within Lessons					
<p>Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p>			
<p><b>Planning Evidence</b></p> <p> <input type="checkbox"/> Content is organized to build upon previous information  <input type="checkbox"/> Presentation of content is logical and progresses from simple to complex  <input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units  <input type="checkbox"/> The plan anticipates potential confusions that students may experience                 </p>		<p><b>Teacher Evidence</b></p> <p> <input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized  <input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction  <input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content  <input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit                 </p>			
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Effective Scaffolding of Information within Lessons</b>	The teacher is recognized leader in helping others with this activity	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher scaffolds the information but the relationship between the content is not clear	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**2. Lessons within Units**

The teacher organizes lessons within units to progress toward a deep understanding of content.

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

**Planning Evidence**

- Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
- Plans incorporate student choice and initiative
- Plans provide for extension of learning

**Teacher Evidence**

- When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content
- When asked, the teacher can describe how students will make choices and take initiative
- When asked, the teacher can describe how learning will be extended

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Lessons within Units</b>	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity





3. Attention to Established Content Standards					
<p>The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p>			
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope)</p> <p><input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district</p>		<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district</p> <p><input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district</p>			
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Attention to Established Content Standards	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**Planning and Preparing for Use of Resources and Technology**

1. Use of Available Traditional Resources					
<p>The teacher identifies the available traditional resources (materials and human)for upcoming units and lessons.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p>			
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/>The plan outlines resources within the classroom that will be used to enhance students’ understanding of the content</p> <p><input type="checkbox"/>The plan outlines resources within the school that will be used enhance students’ understanding of the content</p> <p><input type="checkbox"/>The plan outlines resources within the community that will be used to enhance students’ understanding of the content</p>		<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/>When asked, the teacher can describe the resources within the classroom that will be used to enhance students’ understanding of the content</p> <p><input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students’ understanding of the content</p> <p><input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students’ understanding of the content</p>			
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Use of Available Traditional Resources</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



2. Use of Available Technology	
<p>The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> The plan identifies available technology that will be used:</p> <ul style="list-style-type: none"> <li>• Interactive whiteboards</li> <li>• Response systems</li> <li>• Voting technologies</li> <li>• One-to-one computers</li> <li>• Social networking sites</li> <li>• Blogs</li> <li>• Wikis</li> <li>• Discussion Boards</li> </ul> <p><input type="checkbox"/> The plan identifies how the technology will be used to enhance student learning</p>	<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can describe the technology that will be used</p> <p><input type="checkbox"/> When asked, the teacher can articulate how the technology will be used to enhance student learning</p>

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Use of Available Technology</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**Planning and Preparing for the Needs of English Language Learners**

1. Needs of English Language Learners					
<p>The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.</p>		<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p>			
<p><b>Planning Evidence</b></p> <p><input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson</p> <p><input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction</p>		<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson</p> <p><input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction</p>			
<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Needs of English Language Learners</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**Planning and Preparing for Needs of Students Receiving Special Education**

**2. Needs of Students Receiving Special Education**

<p>The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
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<p><b>Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a lesson</li> <li><input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction</li> </ul>	<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson</li> <li><input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction</li> </ul>
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**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Needs of Students Receiving Special Education</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**Planning and Preparing for Needs of Students Who Lack Support for Schooling**

**3. Needs of Students Who Lack Support for Schooling**

<p>The teacher identifies the needs of students who come from home environments that offer little support for schooling.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
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<p><b>Planning Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling</li> <li><input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources</li> <li><input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources</li> </ul>	<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed</li> <li><input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework</li> <li><input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources</li> </ul>
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<b>Scale</b>					
	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Needs of Students Who Lack Support for Schooling</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**Domain 3: Reflecting on Teaching (Short Form)**

**Evaluating Personal Performance**

**1. Identifying Areas of Pedagogical Strength and Weakness**

<p>The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
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**2. Evaluating the Effectiveness of Individual Lessons and Units**

<p>The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
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**3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors**

<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
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**Developing and Implementing a Professional Growth Plan**

**1. Developing a Written Growth and Development Plan**

The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.

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

**2. Monitoring Progress Relative to the Professional Growth and Development Plan**

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

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



**Domain 3: Reflecting on Teaching (Long Form)**

**Evaluating Personal Performance**

**1. Identifying Areas of Pedagogical Strength and Weakness**

<p>The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>
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**Teacher Evidence**

- The teacher identifies specific areas of strengths and weaknesses within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Identifying Areas of Pedagogical Strength and Weakness</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**2. Evaluating the Effectiveness of Individual Lessons and Units**

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

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

**Teacher Evidence**

- The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Evaluating the Effectiveness of Individual Lessons and Units</b>	The teacher is a recognized leader in helping others with this activity	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors**

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

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

**Teacher Evidence**

- The teacher 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)
- The teacher provides a written analysis of specific causes of success or difficulty
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</b>	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Developing and Implementing a Professional Growth Plan**

1. Developing a Written Growth and Development Plan																	
<p>The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.</p>		<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>															
<p><b>Teacher Evidence</b></p> <p><input type="checkbox"/> The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources</p> <p><input type="checkbox"/> When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources</p>																	
<p><b>Scale</b></p> <table border="1"> <thead> <tr> <th></th> <th>Innovating</th> <th>Applying</th> <th>Developing</th> <th>Beginning</th> <th>Not Using</th> </tr> </thead> <tbody> <tr> <td><b>Developing a Written Growth and Development Plan</b></td> <td>The teacher is a recognized leader in helping others with this activity</td> <td>The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources</td> <td>The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources</td> <td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td>The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							Innovating	Applying	Developing	Beginning	Not Using	<b>Developing a Written Growth and Development Plan</b>	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	Innovating	Applying	Developing	Beginning	Not Using												
<b>Developing a Written Growth and Development Plan</b>	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity												



**2. Monitoring Progress Relative to the Professional Growth and Development Plan**

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

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

**Teacher Evidence**

- The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
- When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Monitoring Progress Relative to the Professional Growth and Development Plan</b>	The teacher is a recognized leader in helping others with this activity	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**Domain 4: Collegiality and Professionalism (Short Form)**

**Promoting a Positive Environment**

**1. Promoting Positive Interactions with Colleagues**

<p>The teacher interacts with other teachers in a positive manner to promote and support student learning.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
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**2. Promoting Positive Interactions about Students and Parents**

<p>The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
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**Promoting Exchange of Ideas and Strategies**

**1. Seeking Mentorship for Areas of Need or Interest**

<p>The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
--	--

**2. Mentoring Other Teachers and Sharing Ideas and Strategies**

<p>The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Innovating (4)</li> <li><input type="radio"/> Applying (3)</li> <li><input type="radio"/> Developing (2)</li> <li><input type="radio"/> Beginning (1)</li> <li><input type="radio"/> Not Using (0)</li> <li><input type="radio"/> Not Applicable</li> </ul>
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**Promoting District and School Development**

**1. Adhering to District and School Rules and Procedures**

The teacher is aware of the district's and school's rules and procedures and adheres to them.

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

**2. Participating in District and School Initiatives**

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

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



**Domain 4: Collegiality and Professionalism (Long Form)**

**Promoting a Positive Environment**

**1. Promoting Positive Interactions with Colleagues**

The teacher interacts with other teachers in a positive manner to promote and support student learning.

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

**Teacher Evidence**

- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher accesses available expertise and resources to support students' learning needs
- When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Promoting Positive Interactions with Colleagues</b>	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**2. Promoting Positive Interactions about Students and Parents**

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

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

**Teacher Evidence**

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents.
- When asked, students and parents can describe how the teacher interacted positively with them
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Promoting Positive Interactions about Students and Parents</b>	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Promoting Exchange of Ideas and Strategies**

1. Seeking Mentorship for Areas of Need or Interest																	
<p>The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.</p>			<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable                 </p>														
<p><b>Teacher Evidence</b></p> <p> <input type="checkbox"/> The teacher keeps track of specific situations during which he or she has sought mentorship from others  <input type="checkbox"/> The teacher actively seeks help and input in Professional Learning Community meetings  <input type="checkbox"/> The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction  <input type="checkbox"/> When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction                 </p>																	
<p><b>Scale</b></p> <table border="1"> <thead> <tr> <th></th> <th>Innovating</th> <th>Applying</th> <th>Developing</th> <th>Beginning</th> <th>Not Using</th> </tr> </thead> <tbody> <tr> <td><b>Seeking Mentorship for Areas of Need or Interest</b></td> <td>The teacher is a recognized leader in helping others with this activity</td> <td>The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors</td> <td>The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill</td> <td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td>The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							Innovating	Applying	Developing	Beginning	Not Using	<b>Seeking Mentorship for Areas of Need or Interest</b>	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	Innovating	Applying	Developing	Beginning	Not Using												
<b>Seeking Mentorship for Areas of Need or Interest</b>	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity												



**2. Mentoring Other Teachers and Sharing Ideas and Strategies**

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

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

**Teacher Evidence**

- The teacher keeps tracks of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- When asked, the teacher can describe specific situations in which he or she has mentored colleagues

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Mentoring Other Teachers and Sharing Ideas and Strategies</b>	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**Promoting District and School Development**

**1. Adhering to District and School Rules and Procedures**

The teacher is aware of the district's and school's rules and procedures and adheres to them.

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

**Teacher Evidence**

- The teacher performs assigned duties
- The teacher follows policies, regulations and procedures
- The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher keeps track of specific situations in which he or she adheres to rules and procedures

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Adhering to District and School Rules and Procedures</b>	The teacher is a recognized leader in helping others with this activity	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



**2. Participating in District and School Initiatives**

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

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

**Teacher Evidence**

- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in staff development opportunities
- The teacher works to achieve school and district improvement goals
- The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives
- When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

**Scale**

	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
<b>Participating in District and School Initiatives</b>	The teacher is a recognized leader in helping others with this activity	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity



Appendix E

Sample Planning Conference Forms



**2011-2012 Planning Conference Structured Interview Domain 1**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

<b>Classroom Demographics</b>	
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)	
Answer:	
<b>Routine Events</b>	
1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?	
Answer:	
2. What will you do to establish or maintain classroom rules and procedures for this lesson?	
Answer:	
<b>Content</b>	
Please consider the following questions as appropriate for the lesson being observed	
3. What will you do to help students effectively interact with new knowledge?	
Answer:	





**Enacted on the Spot**

4. What will you do to engage students in the lesson?

Answer:



**2012-2013 Planning Conference Structured Interview Domain 1<sup>3</sup>**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics	
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)	
Answer:	
Routine Events	
1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?	
Answer:	
2. What will you do to establish or maintain classroom rules and procedures for this lesson?	
Answer:	
Content	
Please consider the following questions as appropriate for the lesson being observed	
3. What will you do to help students effectively interact with new knowledge?	4. What will you do to help students practice new knowledge?
Answer:	

<sup>3</sup> Begin use in 2012-2013 for Year 1+ Educators.



**Enacted on the Spot**

5. What will you do to engage students in the lesson?

Answer:

6. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?

Answer:

7. What will I do to establish and maintain effective relationships with students during this lesson?

Answer:



**Second Year Educator Planning Conference Structured Interview Domain 1<sup>4</sup>**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

<b>Classroom Demographics</b>	
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)	
Answer:	
<b>Routine Events</b>	
1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?	
Answer:	
2. What will you do to establish or maintain classroom rules and procedures for this lesson?	
Answer:	
<b>Content</b>	
Please consider the following questions as appropriate for the lesson being observed	
3. What will you do to help students effectively interact with new knowledge?	4. What will you do to help students practice new knowledge?
Answer:	

**Enacted on the Spot**

<sup>4</sup> Begin use in 2013-2014



5. What will you do to engage students in the lesson?
Answer:
6. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?
Answer:
7. What will I do to establish and maintain effective relationships with students during this lesson?
Answer:



**Planning Conference Structured Interview Domain 1<sup>5</sup>**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

**Classroom Demographics**

Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)

Answer:

**Routine Events**

1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?

Answer:

2. What will you do to establish or maintain classroom rules and procedures for this lesson?

Answer:

**Content**

Please consider the following questions as appropriate for the lesson being observed

- |   |  |  |
|---|--|--|
| 3. What will you do to help students effectively interact with new knowledge? | 4. What will you do to help students practice new knowledge? | 5. What will I do to help students generate and test hypothesis about new knowledge? |
|---|--|--|

Answer:

<sup>5</sup> Begin use in 2013-2014 for Year 2+ Educators.



--

**Enacted on the Spot**

6. What will you do to engage students in the lesson?

Answer:

7. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?

Answer:

8. What will I do to establish and maintain effective relationships with students during this lesson?

Answer:

9. What will I do to communicate high expectations to students within the lesson?

Answer:

10. How will this lesson be organized as part of a cohesive unit?

Answer:



**Planning Conference Structured Interview Domain 2**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

**Classroom Demographics**

1. Briefly describe the students in your classroom (e.g., number of students, gender, special needs, etc.)

Answer:

**Planning and Preparing for Lessons and Units**

2. How will you scaffold the content within the lesson?

Please describe:

- the rationale for how the content of the lesson is organized
- the rationale for the sequence of instruction
- how the content is related to previous lessons, units or other content
- possible confusions that may impact the lesson

Answer:

3. How does this lesson progress within the unit over time?

Please describe:

- how lessons within the unit progress toward deep understanding and transfer of content
- describe how students will make choices and take initiative
- how learning will be extended

Answer:

4. How will you align this lesson with established content standards identified by the





district and the manner in which that content should be sequenced?

Please describe:

- important content (scope) identified by the district
- sequence of the content to be taught as identified by the district

Answer:

**Planning and Preparing for Use of Resources and Technology**

5. How will the resources and materials that you select be used to enhance students' understanding of the content?

Please describe the resources that will be used:

- traditional resources
- technology

Answer:

**Planning and Preparing for the Special Needs of Students**

6. How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?

Please describe:

- specific accommodations that will be made

Answer:



Appendix F

Sample Reflection Conference Forms



**2011-2012 Reflection Conference Structured Interview Domain 1**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions

<b>General Reflection</b>
Overall, how do you think the lesson went and why?
Answer:
<b>Routine Events</b>
1. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?
Answer:
2. To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?
Answer:
<b>Content</b>
3. How did the strategies you used to introduce new content to students support student learning?
Answer:



**Enacted on the Spot**

4. Which techniques for engaging students were most successful? Which techniques were not successful?

Answer:



Appendix G

Sample Summative Evaluation Forms



**Annual Evaluation Report for  
University School Instructors: 1-4 Years of Service  
*Instructional Practice Score***

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an administrator’s evaluation of a teacher’s performance during a specific period based on specific criteria as it relates to the teacher’s **instructional practice** using the Art and Science of Teaching Framework.

**Directions:** Examine all sources of evidence for each of the four domains in this form as they apply to the teacher’s performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher’s performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher’s experience level to calculate the teacher’s overall performance score.

**1. Score**



The teacher’s score reflects his or her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

**Directions:** Use the accompanying spreadsheet to compute the teacher’s overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Score number in the cell highlighted in **green** in the spreadsheet.

<p><b>Domain 1 Sources of Evidence</b> (select all that apply):</p> <input type="checkbox"/> Formal Observation <input type="checkbox"/> Informal, Announced Observation <input type="checkbox"/> Informal Unannounced Observation <input type="checkbox"/> Walkthrough <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p><b>Domain 2 Sources of Evidence</b> (select all that applies):</p> <input type="checkbox"/> Planning (Pre) Conference <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p><b>Domain 3 Sources of Evidence</b> (select all that applies):</p> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Reflection (Post) Conference <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p><b>Domain 4 Sources of Evidence</b> (select all that applies):</p> <input type="checkbox"/> Conferences <input type="checkbox"/> Discussions <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____		<p><b>Evaluator Comments:</b></p>	
<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>		<input type="checkbox"/> <b>EFFECTIVE (3)</b>	
<p>Overall Score of 3.2 – 4.0</p>		<p>Overall Score of 2.3 – 3.1</p>	
<input type="checkbox"/> <b>DEVELOPING (2)</b>		<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>	
<p>Overall Score of 1.4 – 2.2</p>		<p>Overall Score of 1.0 – 1.3</p>	



**2. Signatures**

**Evaluator:** I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Evaluator Comments:**

**Teacher:** I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher Comments:**

**Superintendent**

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Superintendent Comments:**

**Annual Evaluation Report for  
University School Assistant Professors: 4+ Years of Service**





***Instructional Practice Score***

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an administrator’s evaluation of a teacher’s performance during a specific period based on specific criteria as it relates to the teacher’s **instructional practice** using the Art and Science of Teaching Framework.

**Directions:** Examine all sources of evidence for each of the four domains in this form as they apply to the teacher’s performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher’s performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher’s experience level to calculate the teacher’s overall performance score.



**1. Score**

The teacher’s score reflects his or her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

**Directions:** Use the accompanying spreadsheet to compute the teacher’s overall score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Score number in the cell highlighted in **green** in the spreadsheet.

**Domain 1 Sources of Evidence** (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 2 Sources of Evidence** (select all that applies):

- Planning (Pre) Conference
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 3 Sources of Evidence** (select all that applies):

- Self-Assessment
- Reflection (Post) Conference
- Professional Growth Plan
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 4 Sources of Evidence** (select all that applies):

- Conferences
- Discussions
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4



**2. Signatures**

**Evaluator:** I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Evaluator Comments:**

**Teacher:** I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher Comments:**

**Superintendent**

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Superintendent Comments:**



**University School Associate Professors and Professors: 4+ Years of Service**  
***Instructional Practice Score***

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an administrator’s evaluation of a teacher’s performance during a specific period based on specific criteria as it relates to the teacher’s **instructional practice** using the Art and Science of Teaching Framework.

**Directions:** Examine all sources of evidence for each of the four domains in this form as they apply to the teacher’s performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher’s performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher’s experience level to calculate the teacher’s overall performance score.

**1. Score**

The teacher’s score reflects his or her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

**Directions:** Use the accompanying spreadsheet to compute the teacher’s overall score. You will need to obtain data for



each of the Four Domains in order to compute a weighted overall score. Reference the Overall Score number in the cell highlighted in **green** in the spreadsheet.

**Domain 1 Sources of Evidence** (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 2 Sources of Evidence** (select all that applies):

- Planning (Pre) Conference
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 3 Sources of Evidence** (select all that applies):

- Self-Assessment
- Reflection (Post) Conference
- Professional Growth Plan
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 4 Sources of Evidence** (select all that applies):

- Conferences
- Discussions
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.7 – 3.4	Overall Status Score of 1.6 – 2.6	Overall Status Score of 1.0 – 1.5

**2. Signatures**

**Evaluator:** I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Evaluator Comments:**

**Teacher:** I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher Comments:**

**Superintendent**

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Superintendent Comments:**



Appendix H

Summative Evaluation Weightings



First Year Educators with State Assessment (4 Domain 1 Design Questions)	First Semester		Second Semester	
	100% Instructional Practice	30% 4 walkthroughs (7.5% each) 20% Unannounced Informal Observation 50% Formal Observation	40% Student Growth 60% Instructional Practice	18% 4 walkthroughs (4.5% each) 12% Unannounced Informal Observation 30% Formal Observation
First Year Educators without State Assessment (4 Domain 1 Design Questions)	First Semester		Second Semester	
	100% Instructional Practice	30% 4 walkthroughs (7.5% each) 20% Unannounced Informal Observation 50% Formal Observation	40% District Assessments or Learning Target 60% Instructional Practice	15% 4 walkthroughs (3.75% each) 10% Unannounced Informal Observation 25% Formal Observation
First Year Educators with no State Assessment , but whose students take a State Assessment	First Semester		Second Semester	
	100% Instructional Practice	30% 4 walkthroughs (7.5% each) 20% Unannounced Informal Observation 50% Formal Observation	40% Student Growth 60% Instructional Practice	18% 4 walkthroughs (4.5% each) 12% Unannounced Informal Observation 30% Formal Observation
First Year Instructional Personnel (4 Domain 1 Design Questions)	First Semester		Second Semester	
			20% Measureable Student Outcomes 30% FCAT Reading and/or Math	
	100% Instructional Practice	30% 4 walkthroughs (7.5% each) 20% Unannounced Informal Observation 50% Formal Observation	50% Instructional Practice	15% 4 walkthroughs (3.75% each) 10% Unannounced Informal Observation 25% Formal Observation





<b>Second Year Educators with State Assessment</b> (7 Domain 1 Design Questions)	50% Student Growth	
	50% Instructional Practice	20% 8 walkthroughs (2.5% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 20% Formal Observation
<b>Second Year Educators without State Assessment</b> (7 Domain 1 Design Questions)	50% District Assessment or Learning Targets	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation
<b>Second Year Educators with no State Assessment , but whose students take a State Assessment</b>	50% Student Growth	
	50% Instructional Practice	20% 8 walkthroughs (2.5% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 20% Formal Observation
<b>Second Year Instructional Personnel</b> (7 Domain 1 Design Questions)	10% Measureable Student Outcomes	
	40% FCAT Reading and/or Math	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation

<b>Third Year Educators with State Assessment<sup>6</sup></b> (All Domain 1 Design Questions)	50% Student Growth	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation
<b>Third Year Educators without State Assessment</b> (All Domain 1 Design Questions)	50% District Assessments or Learning Target	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation
<b>Third Year Educators with no State Assessment , but whose students take a State Assessment</b>	50% Student Growth	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation
<b>Third Year Instructional Personnel</b> (All Domain 1 Design Questions)	10% Measureable Student Outcomes	
	40% FCAT Reading and/or Math	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation

<sup>6</sup> If a Third Year Educator does not have three years of data because he or she did not teach in an area with State Assessments all three years, his or her percentages remain at 40% student growth and 60% instructional practice. This holds true no matter how many years teaching if three years of data are not available.

<b>Fourth Year Educators who are University School Assistant Professors with State Assessment</b>	50% Student Growth	
	50% Instructional Practice	15% 4 walkthroughs (3.75% each) 10% Unannounced Informal Observation 15% Formal Observation 10% Action Research
<b>Fourth Year + Educators who are not University School Assistant Professors with State Assessment</b>	50% Student Growth	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation
<b>Fourth Year Educators who are University School Assistant Professors without State Assessment</b>	50% District Assessments or Learning Target	
	50% Instructional Practice	15% 4 walkthroughs (3.75% each) 10% Unannounced Informal Observation 15% Formal Observation 10% Action Research
<b>Fourth Year + Educators who are not University School Assistant Professors without State Assessment</b>	50% District Assessments or Learning Target	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation
<b>Fourth Year Educators who are University School Assistant Professors with no State Assessment but whose students take a State Assessment</b>	50% Student growth	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation
<b>Fourth Year Educators who are NOT University School Assistant Professors with no State Assessment but whose students take a State Assessment</b>	50% Student Growth	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation



<b>Fourth Year Instructional Personnel who are University School Assistant Professors</b>	10% Measureable Student Outcomes	
	40% FCAT Reading and/or Math	
	50% Instructional Practice	15% 4 walkthroughs (3.75% each) 10% Unannounced Informal Observation 15% Formal Observation 10% Action Research
<b>Fourth Year + Instructional Personnel who are not University School Assistant Professors</b>	10% Measureable Student Outcomes	
	40% FCAT Reading and/or Math	
	50% Instructional Practice	15% 8 walkthroughs (1.875% each) 10% Unannounced Informal Observation 10% Announced Informal Observation 15% Formal Observation

<b>University School Assistant Professors with State Assessment</b>	50% Student Growth	
	50% Instructional Practice	15% Unannounced Informal Observation 35% Formal Observation
<b>University School Assistant Professors without State Assessment</b>	50% District Assessments or Learning Target	
	50% Instructional Practice	15% Unannounced Informal Observation 35% Formal Observation
<b>University School Assistant Professors with no State Assessment but whose students take a State Assessment</b>	50% Student Growth	
	50% Instructional Practice	15% Unannounced Informal Observation 35% Formal Observation
<b>Instructional Personnel who are University School Assistant Professors</b>	10% Measureable Student Outcomes	
	40% FCAT Reading and/or Math	
	50% Instructional Practice	15% Unannounced Informal Observation 35% Formal Observation
<b>University School Associate Professors and Professors with State Assessment</b>	50% Student Growth	
	50% Instructional Practice	Formal Observation
<b>University School Associate Professors and Professors without State Assessment</b>	50% District Assessments or Learning Target	
	50% Instructional Practice	Formal Observation
<b>University School Associate Professors and Professors with no State Assessment but whose students take a State Assessment</b>	50% Student Growth	
	50% Instructional Practice	Formal Observation
<b>Instructional Personnel who are University School Associate Professors and Professors</b>	10% Measureable Student Outcomes	
	40% FCAT Reading and/or Math	
	50% Instructional Practice	Formal Observation