The City of Pembroke Pines Charter Schools

Instructional Personnel Evaluation System

Effective Date: August 20*24* **SBR 6A-5.030**

Updated August 2025

Purpose

The purpose of this document is to provide the district and the City of Pembroke Pines Charter School system with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST- 2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2021.

Instructions

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

Submission

Upon completion, Pembroke Pines Charter School will complete this document and submit to Broward County Schools via Chartertools and to the FSUS Director and FSU District Liaison.

Modifications to an approved evaluation system maybe made by the district or City of Pembroke Pines Charter School System at anytime. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

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

The City of Pembroke Pines Assessment and Growth Evaluation System (PAGES) is designed to foster high quality instruction and increase student achievement. This plan will outline how this system will be used for the **2025-2026 school year. PAGES aligns with Broward's Evaluation System in applicable areas.** Evaluation data will be collected and analyzed in order to make decisions that increase teacher effectiveness and impact student achievement. This will be monitored through the use of Instructional Practice Scores, generated by individual element ratings, and Student Performance Scores. The evaluation frameworks used within the PAGES system are as follows:

Marzano Classroom Focused Teacher Evaluation Model (FTEM)

This model is for all classroom teachers at all school sites.

This model has a total 23 elements, aligned to the FEAP's. There will be ongoing observations during the school year with at least 1 observation cycle to collect growth and evaluation data. For the 2025- 2026 school year, there will be a focus on seven critical elements to include all of the Standards-Based Planning Domain Elements, all of the Professional Responsibilities Domain elements, and Identifying Critical Content From the Standard(s) element.

Once the ratings from the elements scored have been equally averaged, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15%, and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

Marzano Non-Classroom Focused Teacher Evaluation Model (FTEM)

This model is for all non-classroom teachers within the system.

This model has a total of 17 elements, aligned to the FEAP's. There will be ongoing observations and conversations during the school year with at least 1 opportunity to gather growth and evaluation data. This can be done with 1 Formal or 1 Meeting. For the 2025-2026 school year, there will be a focus on eight critical elements to include all of the Planning and Preparing to Provide Support Domain Elements, all of the Professional Responsibilities Domain elements, and Demonstrating Knowledge of Students element.

Once the ratings from the elements scored have been equally averaged, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15% and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

The Marzano Teacher Evaluation Framework has been adopted by the Florida Department of Education (FLDOE) as its state model. The Marzano Teacher Evaluation Model is based on a number of previous, related works, including Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001), What Works in Schools (Marzano, 2003), Classroom Management that Works (Marzano, Pickering, & Marzano, 2003), Classroom Assessment and Grading That Work (Marzano, 2006), The Art and Science of Teaching (Marzano, 2007), Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, Livingston, 2011) and The New Art and Science of Teaching (Marzano, 2017). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student achievement.

Part II: Evaluation System Requirements

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

System Framework

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

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

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

Training

☒ The school system provides training programs and has processes that ensure

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

Data Inclusion and Reporting

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

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

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

Evaluation Procedures

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

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

performance, if applicable.

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

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

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

Use of Results

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

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

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

Notifications

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

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

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

District Self-Monitoring

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

- Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- Evaluators' understanding of the proper use of evaluation criteria and procedures,

including evaluator accuracy and inter-rater reliability;

- Evaluators provide necessary and timely feedback to employees being evaluated;

- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional development; and,
- Use of evaluation data to inform school improvement plans.

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Before October 30 of each school year	Annual Orientation via informational video. This link will be emailed directly to all instructional employees at the beginning of the school year and then housed in a Canvas Course.
Newly Hired Classroom Teachers	Before October 30 of each school year	Annual Orientation via informational video This link will be emailed directly to all instructional employees at the beginning of the school year and then housed in a Canvas Course.
Late Hires	Within 30 days upon Hire	Annual Orientation via informational video. This link will be emailed directly to all instructional employees upon hire and then housed in a Canvas Course.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year **Classroom(FTEM)** All School Locations	At least: 1 – Observation Cycle	Ongoing throughout the school year during the evaluative window for 2025-2026	Within 10 work days of the observation

Non-Classroom (FTEM) All School Locations	At least: 1 Formal or 1 Meeting	Ongoing throughout the school year during the evaluative window for 2025-2026	Within 10 work days of the observation or meeting
Hired after the beginning of the school year **Classroom(FTEM)** All School Locations	At least: 1 – Observation Cycle	Ongoing throughout the school year during the evaluative window for 2025-2026	Within 10 work days of the observation
Non-Classroom (FTEM) All School Locations	At least: 1 Formal, or Meeting, or a combination of the two	Ongoing throughout the school year during the evaluative window for 2025-2026	Within 10 workdays of the observation or meeting
Newly Hired Classroom Teachers			
Hired before the beginning of the school year			

Classroom(FTEM) All School Locations **Non-Classroom (FTEM)** All School Locations	At least: 2– Observation Cycles At least: 2 Formals, or 2 Meetings, or a combination of the two	Ongoing throughout the school year with 1 observation cycle per semester Ongoing throughout the school year with 1 Formal or Meeting per semester	Within 10 work days of the observation Within 10 work days of the observation or meeting

Hired after the beginning of the school year **Classroom(FTEM)** All School Locations **Non-Classroom (FTEM)** All School Locations	At least: 2- Observation Cycles At least: 2 Formals, or 2 Meetings, or a combination of the two	Ongoing throughout the school year with 1 observation per semester Ongoing throughout the school year with 1 Formals or1 Meeting per semester	Within 10 work days of the observation Within 10 work days of the observation or meeting

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

Personnel Group	Evaluations	Occur	Communicatedto Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year **Classroom(FTEM)** All School Locations	1	Based on the completion of Student Performance, Fall 2026	Within 10 days of finalizing the evaluation
Non-Classroom (FTEM) All School Locations	1	Based on the completion of Student Performance, Fall 2026	Within 10 days of finalizing the evaluation

Hired after the beginningofthe schoolyear **Classroom(FTEM)** All School Locations **Non-Classroom (FTEM)** All School Locations	 1 1	Based on the completion of Student Performance, Fall 2026 Based on the completion of Student Performance, Fall 2026	Within 10 days of finalizing the evaluation Within 10 days of finalizing the evaluation
Newly Hired Classroom Teachers			
Hired before the beginning of the school year **Classroom (FTEM)** All School Locations **Non-Classroom (FTEM)** All School Locations	 2 2	 *One at the end of each semester *One at the end of each semester	 Within 10 days of finalizing the evaluation Within 10 days of finalizing the evaluation
Hired after the beginning of the school year **Classroom (FTEM)** All School Locations **Non-Classroom (FTEM)** All School Locations	 2 2	 *One at the end of each semester *One at the end of each semester	 Within 10 days of finalizing the evaluation Within 10 days of finalizing the evaluation

*New Hired First Year Teachers Require 2 Evaluations:

- If hired on or before November 15, 2024, the teacher will receive the first evaluation at the end of the first semester. The second evaluation will be completed at the end of the school year.
- If hired after November 15, 2025 the teacher will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year.
- If hired last school year (after November 15, 2024) and renewed on 2025-2026, the teacher must receive their second evaluation on/before November 15, 2025.
- If hired after the 99th school day, the teacher will receive the first evaluation at the end of the school year.

Part IV: Evaluation Criteria

A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In the City of Pembroke Pines Charter Schools, instructional practice accounts for 50% of the instructional personnel performance evaluation for the teachers on all three models.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Classroom FTEM

The following four-step process is used to determine an employee instructional practice score on the Classroom FTEM.

Step 1: The evaluator rates each of the observed Elements within the Classroom FTEM Learning Map. There are four domains with a total of twenty-three elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: The applicable evidence is compiled for each observed element within the four domains.

Step 3: For this model, all data marks are weighted equally and then averaged.

Step 4: After the average has been determined from Step 3, the Instructional Practice is scored per the scale below:

Status Score	Rating Scale
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Non-Classroom FTEM

The following four-step process is used to determine an employee instructional practice score on the Non-Classroom FTEM.

Step 1: The evaluator rates each of the observed Elements within the Non-Classroom FTEM Learning Map. There are four domains with a total of seventeen elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: The applicable evidence is compiled for each observed element within the four domains.

Step 3: For this model, all data marks are weighted equally and then averaged.

Step 4: After the average has been determined from Step 3, the Instructional Practice is scored per the scale below:

Status Score	Rating Scale
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation maybe based upon other indicators of performance. In the City of Pembroke Pines, other indicators of performance account for 15% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

In addition to administrative observations and student performance data, the Deliberate Practice Score will be used as an additional metric. Deliberate Practice will be used for all instructional personnel; Classroom Teachers and Non-Classroom Teachers/Instruction Support Personnel. Deliberate Practice will be rated as 15% for all three models.

For the Classroom FTEM Model deliberate practice, educators will focus their self-assessment on the identified elements from within the following Domains – Standards-Based Planning, Standards-Based Instruction, and Professional Responsibilities. Two of the elements self-assessed will be selected as the focus for Deliberate Practice. A minimum of one element selected must be from the Standards-Based Instruction Domain.

For the Non-Classroom Model deliberate practice, educators will focus their self-assessment on the identified elements from within the following Domains - Domain 1: Planning and Preparing to Provide Support, Domain 2: Supporting Student Achievement, and Domain 4: Professional

Responsibilities. Two of the elements self-assessed will be selected as the focus for Deliberate Practice. A minimum of one element selected must be from Domain 1: Planning and Preparing to Provide Support.

Using data to determine areas of growth, educators will complete a self-assessment and commit to improving throughout the school year in the two elements selected. The educator's self-assessment rating will not count toward their final evaluation. Based on the agreement with the Broward Teachers Union, the Deliberate Practice score will be:

Highly Effective (4.0)
For every educator that completes and submits the self-assessment by the initial deadline set forth in the annual orientation.

Effective (3.0)
For every educator who starts the self-assessment on time but submits it after the initial deadline set forth in the annual orientation.

Needs Improvement (2.0)
For every educator who starts the self-assessment after the initial deadline, but submits it by the final end-of-year deadline set forth in the annual orientation.

Unsatisfactory (1.0)
For the educators who do not start or submit a self-assessment by the final end-of-year deadline set forth in the annual orientation.

Teachers determine their starting rating on each of the two elements and they must rate themselves as Needed, Emergent, Proficient, or Accomplished so that growth can be measured. The overall Deliberate Practice will be calculated at 15% of the total evaluation.

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by the City of Pembroke Pines Charter School. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion maybe determined by instructional assignment. In the City of Pembroke Pines School System, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

For the Student Performance measure for teachers (**which will be worth 35% of the evaluation for instructional personnel**), the charts in Appendix D display the assessments to be used in 2022-2023. Growth Models will be used to classify teachers as Highly Effective, Effective,

Needs Improvement or Unsatisfactory. Proficiency models may be used for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available and agreed upon. If less than the three most recent years of data are available and agreed upon, those years for which data are available will be used. Classroom teachers newly hired by the district will utilize the same methodologies described above for the final evaluation. For the newly hired teachers' first evaluation, site-based administrator will determine the appropriate Student Performance measure weighted at 35%, as state-issued student performance data is not available at the time of the first evaluation.

Within each teaching assignment group in Appendix D, teachers will receive a Student Performance Score based on the following scale:

Rating	Points
Highly Effective	4.000
Effective (upper)	3.400
Effective (middle)	3.200
Effective (lower)	3.000
Needs Improvement	2.000
Unsatisfactory	1.500

The Student Performance Rating will be determined utilizing the corresponding methodology, and up to three years of Student Performance will be scored using the following scale:

Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Classroom FTEM Model

The following six-step process is used to determine an employee instructional practice score on the Classroom FTEM Model.

Step 1: The evaluator rates each of the observed Elements within the Classroom FTEM Learning Map. There are four domains with a total of twenty-three elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: For this model, all data marks are weighted equally and then averaged.

Step 3: After the average has been determined from Step 2, the Instructional Practice is scored per the scale below:

Status Score	Rating Scale
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 4: The Deliberate Practice Score is determined as described in the Additional Metric section above. The Deliberate Practice rating will be calculated at 15% of the total evaluation.

Step 5: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in the Performance of Students section. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 6: The Instructional Practice (50%), Deliberate Practice (15%), and Student Performance (35%), will be combined based on the appropriate weights. The final evaluation rating will be determined by this scale:

Overall Score	Rating Scale
Highly Effective	3.400 – 4.000
Effective	2.500 – 3.399
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

When Student Performance Scores become available, they will be combined with the Instructional Practice and Deliberate Practice scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

Non-Classroom FTEM

The following five-step process is used to determine an employee instructional practice score on the Non-Classroom FTEM.

Step 1: The evaluator rates each of the observed Elements within the Non-Classroom FTEM Learning Map. There are four domains with a total of seventeen elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: For this model, all data marks are weighted equally and then averaged.

Step 3: After the average has been determined from Step 2, the Instructional Practice is scored per the scale below:

Status Score	Rating Scale
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 4: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in the Performance of Students section. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 5: The Instructional Practice (50%), Deliberate Practice (15%), and Student Performance (35%) will be combined based on the appropriate weights. The final evaluation rating will be determined by this scale:

Overall Score	Rating Scale
Highly Effective	3.400 – 4.000
Effective	2.500 – 3.399
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

When Student Performance Scores become available, they will be combined with the Instructional Practice and Deliberate Practice scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

Appendix A – Evaluation Framework

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

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

h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	• Planning to Close the Achievement Gap Using Data
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	• Aligning Resources to Standards
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	• Helping Students Process New Content • Previewing New Content • Identifying Critical Content from the Standards • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Revise Knowledge • Organizing Students to Interact with Content Using Engagement Strategies • Helping Students Engage in Cognitively Complex Tasks • Helping Students Examine their Reasoning • Reviewing Content
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	• Helping Students Examine their Reasoning • Helping Students Engage in Cognitively Complex Tasks.
c. Identify gaps in students' subject matter knowledge;	• Using Formative Assessment to Track Progress Using Data
d. Modify instruction to respond to preconceptions or misconceptions;	• Planning to Close the Achievement Gap Using Data
e. Relate and integrate the subject matter with other disciplines and life experiences;	• Helping Students Engage In Cognitively Complex Tasks
f. Employ questioning that promotes critical thinking;	• Using Questions to Help Students Elaborate on Content
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	• Aligning Resources to Standard(s)
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	• Planning to Close the Achievement Gap Using Data
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	• Providing Feedback and Celebrating Progress
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	• Using Formative Assessments to Track Student Progress
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	• Planning to Close the Achievement Gap Using Data
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	• Using Formative Assessments to Track Student Progress

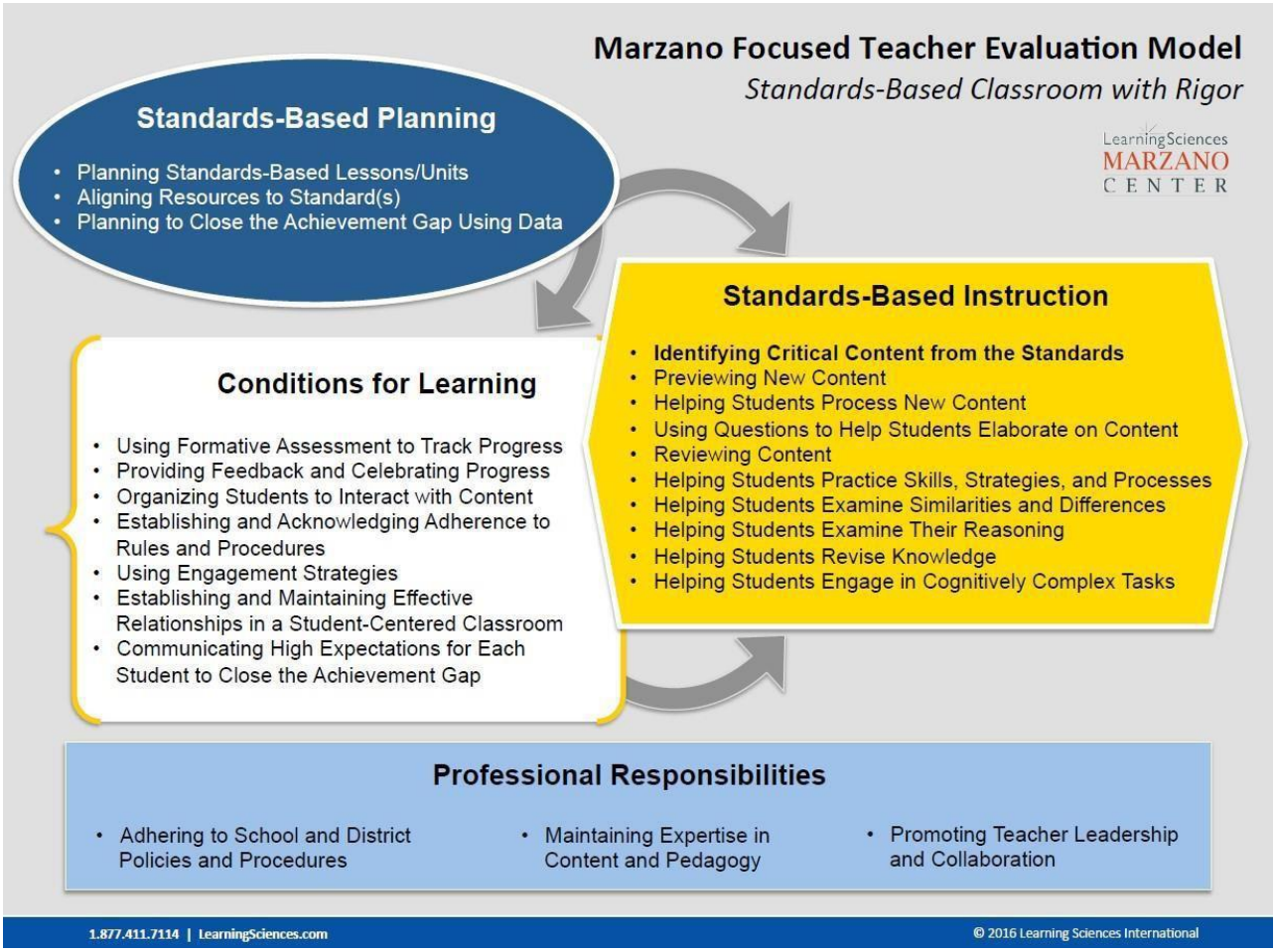
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	• Using Formative Assessments to Track Student Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	• Planning to Close the Achievement Gap Using Data
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	• Providing Feedback and Celebrating Progress • Promoting Teacher Leadership and Collaboration
f. Applies technology to organize and integrate assessment information.	• Establishing and Communicating Clear Goals for Supporting Services • Helping the School/District Achieve Goals • Using Available Resources • Using Formative Assessments to Track Student Progress
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	• Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	• Maintaining Expertise in Content and Pedagogy
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	• Promoting Teacher Leadership and Collaboration
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	• Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	• Maintaining Expertise in Content and Pedagogy
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	• Maintaining Expertise in Content and Pedagogy

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

Appendix B – Observation Instruments for Classroom Teachers

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

FTEM – Classroom



Domain: Standards-Based Planning

Element: Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets that may be embedded in a performance scale.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use established content standards to plan rigorous units with learning targets that demonstrates a progression of learning.	**Attempts** to use established content standards to plan rigorous units with learning that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning *and* **provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.**	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning *and* the impacts on student learning.

Optional Evidence

Example Planning Evidence

- ☐ Plans exhibit a focus on the essential standards required at the appropriate age or grade level
- ☐ Plans include a scale or learning progression that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Planned instruction and student tasks are aligned to both the content and the level of cognitive complexity of the learning target
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how the needs of all students are addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies are addressed in the classroom

Example Implementation Evidence

- ☐ Completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Completed student assignments/work demonstrate grounding in real-world application
- ☐ Completed student assignments/work demonstrate how the needs of all students have been addressed in the lesson/unit
- ☐ Completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies have been addressed in the lesson/unit
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Element: **Aligning Resources to Standard(s)**

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Utilizes current and emerging/assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	**Attempts** to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons *and* **provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.**	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Optional Evidence

Example Planning Evidence

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

Example Implementation Evidence

- ☐ Resources are implemented throughout the lesson as planned
- ☐ Planned traditional resources are utilized by students to engage in the lesson
- ☐ Traditional resources are appropriately aligned to grade level standards
  - Textbooks
  - Manipulatives
  - Primary source materials
- ☐ Planned digital resources are used by students to engage in the lesson
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ☐ Planned resources include ones to which students can relate
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Element: **Planning to Close the Achievement Gap Using Data**

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student makes progress toward closing the achievement gap.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Uses diagnostic student data to plan lessons (A1e)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	**Attempts** to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* **provides evidence of data showing that each student makes progress toward closing the achievement gap.**	Helps others by sharing evidence of using data showing that each student makes progress toward closing the achievement gap.

Optional Evidence

Example Planning Evidence

- ☐ Plans are based on diagnostic data results
- ☐ Plans include potential instructional adjustments that will or could be made based on student evidence/data
- ☐ Plans show modifications made to assessments and accommodations used when testing based on students learning styles
- ☐ Plans include a process for how students will track their individual progress on learning targets
- ☐ A coherent record-keeping system is developed and maintained on student learning
- ☐ Plans take into consideration student needs (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with specific needs

Example Implementation Evidence

- ☐ Data collection is implemented as planned
- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual or groups of students at the appropriate grade level targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Completed student assignments/work reflect accommodations and/or adaptations for individual or groups of students at the appropriate grade level targets
- ☐ Completed student assignments/work show students track their individual progress on learning targets
- ☐ Communication about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Domain: Standards-Based Instruction

Element: **Identifying Critical Content from the Standards** (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (that may be embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale or learning progression that specify critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing, storytelling, and other techniques to bring attention to the critical content
- ☐ Ensure text complexity aligns to the critical content
- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning

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

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

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

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

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

Element: **Previewing New Content**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

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

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

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

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

Element: **Helping Students Process New Content**

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

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

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

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

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

Element: **Using Questions to Help Students Elaborate on Content**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Employs questioning that promotes critical thinking (A3f)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

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

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

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

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

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

Element: **Reviewing Content**

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content

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

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

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

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

Element: **Helping Students Practice Skills, Strategies, and Processes**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

- ☐ Review and model how to execute the skill, strategy, or process
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for purposeful homework that focuses on practice of a skill, strategy, or process

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

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

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

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

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

Element: **Helping Students Examine Similarities and Differences**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. **The desired effect is displayed in the majority of student (51% to 100%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

- ☐ Use comparison, classifying, analogy, and/or metaphor activities to examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

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

- ☐ Student work on similarities and differences includes student summary of learning (e.g. making conclusions and/or responding to questions) to indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work indicate students have used digital and traditional resources to provide evidence of similarities and differences

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

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

Element: **Helping Students Examine Their Reasoning**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debated, inferences)
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

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

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

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

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

Element: **Helping Students Revise Knowledge**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Optional Evidence

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

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

- ☐ Explain what they are clear about and what they are confused about
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Explain previous errors or misconceptions about content
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ☐ Reflections show clarification in thinking or processing

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

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

Element: **Helping Students Engage in Cognitively Complex Tasks**

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91%to 100% of the student evidence at the taxonomy level of the critical content.

Example Teacher Instructional Techniques

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

Example Teacher Techniques for Monitoring for Learning

- ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

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

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

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

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

Domain: Conditions for Learning

Element: Using Formative Assessment to Track Progress

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Optional Evidence

Example Teacher Instructional Techniques □ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks) □ Ask students to provide evidence of and explain their progress toward the learning target □ Facilitate individual conferences regarding use of data to track progress □ Use formative measures to chart individual and/or class progress toward learning targets using a performance scale □ Use formative assessment that reflects awareness of a variety of differences represented in the classroom □ Use technology to organize and review data □ Use a variety of assessments to determine students' progress toward the learning target and/or standard
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.) □ Systematically update their status on the learning targets using a chart, graph, or data notebook □ Describe their status relative to learning targets and unit standards (e.g. exit ticket, summary) □ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets □ Demonstrate autonomy in providing evidence of progress on learning targets
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect □ Utilize peer resources □ Modify task □ Provide additional resources

Element: **Providing Feedback and Celebrating Progress**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students (0% to 50%) are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Optional Evidence

Example Teacher Instructional Techniques

- ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ☐ Celebrate as groups make progress toward learning targets
- ☐ Implement a systematic, ongoing process to provide feedback
- ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
    - Show of hands
    - Certificate of success
    - Round of applause
    - Academic praise
    - Digital media
- ☐ Share assessment data with student and student's family

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)

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

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

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

Element: **Organizing Students to Interact with Content**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Optional Evidence

Example Teacher Instructional Techniques

- ☐ Organize students into pre-planned or ad hoc groups during individual lessons
- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Provide guidance on one or more interpersonal skills, such as
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- ☐ Work within groups with an organized purpose
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers and self

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

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

Element: **Establishing and Acknowledging Adherence to Rules and Procedures**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Manages individual and class behaviors through a well-planned management system (A2b)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures, but less than the majority of students (0% to 50%) are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Optional Evidence

Example Teacher Instructional Techniques
☐ Involve students in designing classroom routines and procedures to develop a student-centered classroom ☐ Use classroom meetings to review and process rules and procedures to ensure adherence ☐ Remind students of rules and procedures ☐ Ask students to restate or explain rules and procedures ☐ Provide cues or signals when a rule or procedure should be used ☐ Recognize potential sources of disruption and deal with them immediately ☐ Consistently exhibit "withitness" behaviors ☐ Recognize and/or acknowledge students or groups who follow rules and procedures ☐ Organize physical layout of the classroom to facilitate work in groups and easy access to materials
Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.) ☐ Follow clear routines during class ☐ Explain and/or model classroom rules and procedures ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures ☐ Recognize and comply with cues and signals by the teacher ☐ Self-regulate behavior while working individually and in groups ☐ Describe the classroom as an orderly and safe environment ☐ Describe the teacher as fair and responsive to individual students ☐ Move purposefully about the classroom and efficiently access materials
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect ☐ Modify rules and procedures ☐ Seek additional student input ☐ Reorganize physical layout of the classroom

Element: **Using Engagement Strategies**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Optional Evidence

Example Teacher Instructional Techniques

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Provide opportunities for students to talk about themselves as it relates to the content
- ☐ Present unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Engage in the critical content with enthusiasm
- ☐ Actions show students are motivated and/or inspired by the teacher's engagement strategies
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

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

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

Element: **Establishing and Maintaining Effective Relationships in a Student-Centered Classroom**

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student.

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Needed	**Emergent**	**Proficient**	**Accomplished**	**Exemplary**
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student, but less than the majority of students (0% to 50%) are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Optional Evidence

Example Teacher Instructional Techniques

- ☐ Encourage students to share their thinking, input, and perspectives
- ☐ Relate content-specific knowledge to students' lives
- ☐ Use students' interests to highlight or reinforce interpersonal skills (e.g. cultivating a growth mindset)
- ☐ Compliment students regarding academic and personal accomplishments
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ When appropriate, use humor and/or playful dialogue with students
- ☐ Permit opportunities for students to demonstrate perseverance
- ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact)
- ☐ Remain calm and objective in response to inflammatory situations or student misconduct

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)

- ☐ Contribute to a positive classroom community through interactions with peers
- ☐ Demonstrate willingness to engage in discussion and answering questions in class
- ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- ☐ Respond positively to verbal and/or nonverbal interactions with the teacher
- ☐ Readily share their perspectives and thinking with the teacher
- ☐ Describe their teacher as respectful and responsive to the specific needs of each student

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

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

Element: **Communicating High Expectations for Each Student to Close the Achievement Gap**

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Conveys high expectations to all students (A2c)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students (0% to 50%) are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Example Teacher Instructional Techniques

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Ask all levels of questions of each student at the same rate and frequency
- ☐ Probe each student to correct inaccurate answers and to provide evidence of their conclusions
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)

- ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ☐ Treat each other with care and respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

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

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

Domain: Professional Responsibilities

Element: Adhering to School and District Policies and Procedures

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to adhere to school and district policies and procedures.	**Attempts** to adhere to school and district policies and procedures, but adherence is inconsistent.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* **articulates how they adhere to school and district policies and procedures.**	Helps others by sharing evidence of how to support school and district policies and procedures.

Optional Evidence

Example Teacher Evidence

- ☐ Perform assigned duties
- ☐ Fulfill responsibilities in a timely manner
- ☐ Follow policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment)
- ☐ Maintain accurate records (e.g. student progress, attendance, parent conferences)
- ☐ Understand legal issues related to colleagues, students, and families (e.g. special needs, equal rights)
- ☐ Maintain confidentiality of colleagues, students, and families
- ☐ Demonstrate personal integrity and ethics
- ☐ Use social media appropriately

Element: **Maintaining Expertise in Content and Pedagogy**

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	**Attempts** to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* **provides evidence of developing expertise in content area and classroom instructional strategies.**	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Optional Evidence

Example Teacher Evidence

- ☐ Participate in professional development opportunities
- ☐ Demonstrate content expertise and knowledge in the classroom
- ☐ Consistently implement instructional elements at or above the teacher's demonstrated competency level
- ☐ Engage with mentors from subject area experts or highly effective teachers
- ☐ Actively seek help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrate a growth mindset and/or seeks feedback
- ☐ Implement a deliberate practice or professional growth plan
- ☐ Identify new ways to improve student achievement
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Reflect on how teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

Element: **Promoting Teacher Leadership and Collaboration**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to promote teacher leadership and a culture of collaboration.	**Attempts** to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* **provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.**	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

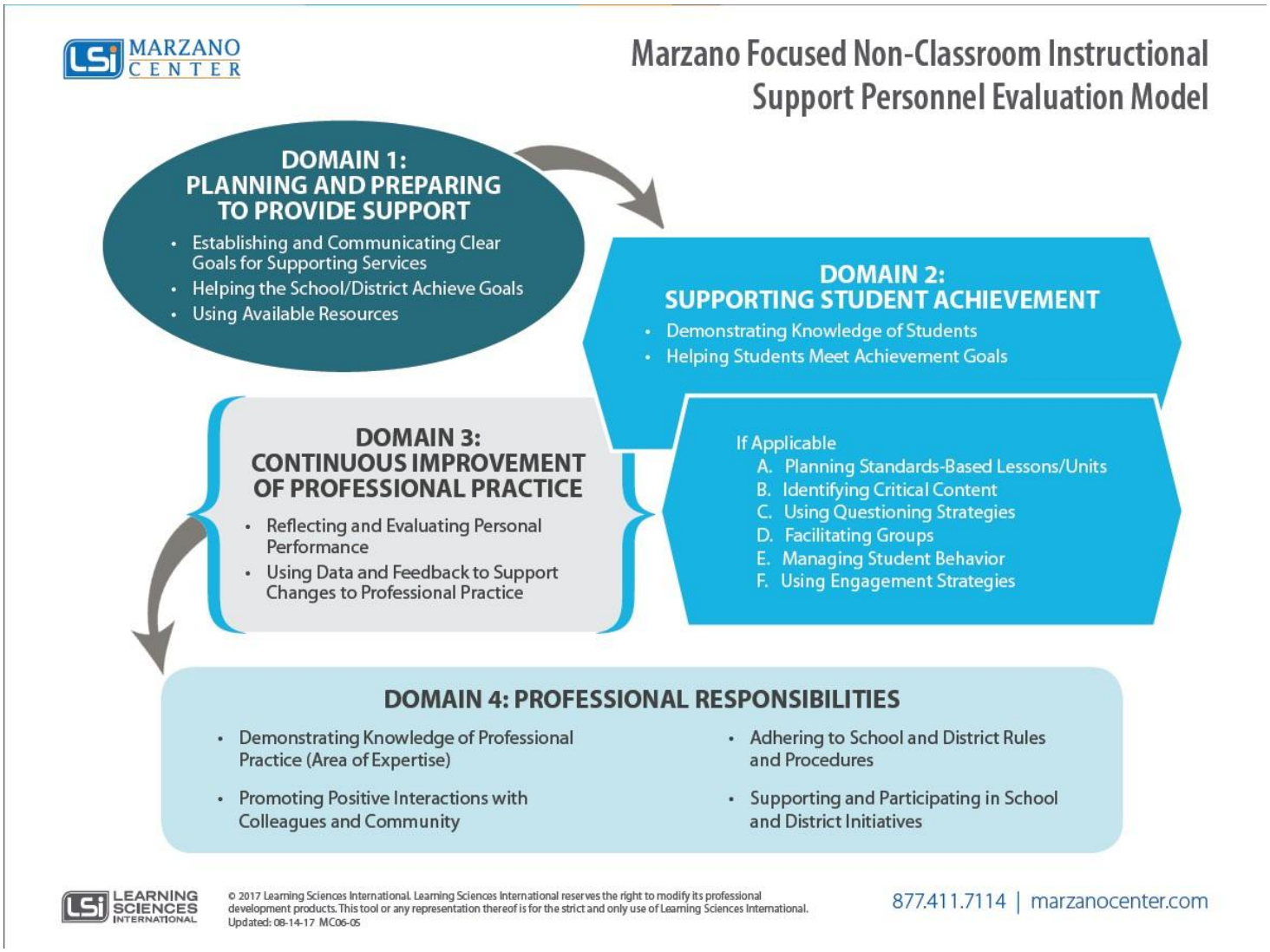
Optional Evidence

Example Teacher Evidence

- ☐ Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Actively participate in Professional Learning Community meetings
- ☐ Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Work cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Promote positive conversations and interactions with teachers and colleagues
- ☐ Foster collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Encourage parent involvement in classroom and school activities
- ☐ Use multiple means and modalities to communicate with families
- ☐ Serve as a student advocate in the classroom, school, and community
- ☐ Participate in school and community activities as appropriate to support students and families
- ☐ Serves on school and district-level committees
- ☐ Works to achieve school and district improvement goals

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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



Domain 1: Planning and Preparing to Provide Support

Element: Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *and* monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

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Optional Evidence

Example Instructional Support Member Evidence

- ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school
- ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals
- ☐ Communicates goals to appropriate school or district personnel
- ☐ References and updates goals and plan for support throughout the year
- ☐ Goals confirm knowledge consistent with professional area of responsibility
- ☐ Data are used in the planning and goal setting process
- ☐ Elicits input from school regarding needed services and support
- ☐ Updates records (e.g. data bases, data notebook) to track progress towards implementation of goals and services

Example Implementation Evidence

- ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district
- ☐ Explains how goals support and align with school and/or district goals
- ☐ Explains how their actions and/or activities relate to the goals
- ☐ Artifacts support clear communication of goals

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

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Element: **Helping the School/District Achieve Goals**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	No additional required indicators	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals *and* monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Demonstrates knowledge of school/district goals
- ☐ Goals to provide services align with and support the school/district goals
- ☐ Activities confirm support of school/district goals consistent with professional area of responsibility (e.g. participating in committees, working with student groups, advising)
- ☐ Maintains accurate records of support provided that help the school/district achieve goals
- ☐ Provides accurate and relevant input to support the school/district

Example Implementation Evidence

- ☐ Artifacts reveal the instructional support member helped individual or groups of students achieve goals
- ☐ Artifacts reveal the instructional support member achieved goals to provide supporting services
- ☐ Artifacts confirm the instructional support member helped the school/district achieve goals
- ☐ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with the professional area of expertise that helped the school/district achieve goals

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Element: **Using Available Resources**

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district *and* monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

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Optional Evidence

Example Instructional Support Member Evidence

- ☐ Resources are identified and reflected in planning documents
- ☐ Resources are used to enhance the implementation of goals for supporting services
- ☐ Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- ☐ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- ☐ Implements appropriate communication and instructional technologies
- ☐ Data are used as a resource when planning support
- ☐ Resources are used appropriately to support the school/district

Example Implementation Evidence

- ☐ Identifies resources implemented within the school community that enhance supporting services
- ☐ Artifacts show the use of available resources provided support for the school
- ☐ Data substantiates the use of resources in implementing goals for support services and/or instructional activities
- ☐ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
- ☐ Artifacts demonstrate the use of technology enhanced supporting services

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Domain 2: Supporting Student Achievement

Element: Demonstrating Knowledge of Students

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Demonstrates knowledge of the specific needs of students in the school/district.	Demonstrates knowledge of the specific needs of students in the school/district *and* monitors if services appropriately support the specific needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the specific needs of students in the school/district.

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Optional Evidence

Example Instructional Support Member Evidence

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

Example Implementation Evidence

- ☐ Provides appropriate services to help students with specific needs
- ☐ Assists families in learning to plan and advocate for their student
- ☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with specific needs
- ☐ Artifacts support identification of students who need special assistance
- ☐ Explains how accommodations and/or modifications help address the specific needs of students
- ☐ Artifacts demonstrate support of individual students to meet achievement goals
- ☐ Artifacts reveal that students receive appropriate modifications or accommodations based on formative data
- ☐ Students identify the instructional support member as one who advocates for them
- ☐ Artifacts demonstrate students act as self-advocates
- ☐ Explains how knowledge of the specific needs of students helps support students in achievement of their goals

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Element: **Helping Students Meet Achievement Goals**

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *and* monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

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Optional Evidence

Example Instructional Support Member Evidence

- ☐ Identifies students who need help meeting achievement goals, using data
- ☐ Advocates for students who need assistance gaining access to critical curriculum
- ☐ Provides plans and/or artifacts of helping remove barriers for the benefit of students
- ☐ Assists families in learning how to plan and advocate for their student
- ☐ Implements adaptations and modifications based on formative assessment data
- ☐ Provides instruction to students based on recognition of individual differences
- ☐ Assists families in learning to identify barriers
- ☐ Collaborates with other school personnel to help students meet achievement goals
- ☐ Behaviors indicate value and respect for students who may have barriers to achieving goals
- ☐ Communicates with families about how to help their students remove barriers

Example Implementation Evidence

- ☐ Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- ☐ Artifacts support identification of students who received help meeting their achievement goals
- ☐ Explains how removing barriers helped students meet achievement goals
- ☐ Explains how removing barriers helped individual students gain equal access to critical curriculum
- ☐ Artifacts reveal students have equal access to critical curriculum
- ☐ Students identify the instructional support member as one who advocates for them by helping remove barriers
- ☐ Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets that demonstrates a progression of learning. A performance scale may be utilized.

Desired Effect: Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning *and* provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets *and* the impacts on student learning.

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Optional Evidence

Example Planning Evidence

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans build a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to mastery and application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how the needs of all students are addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how needs of all students have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Element: **Identifying Critical Content**
(If Applicable)

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Begins the lesson or activity by explaining why upcoming content is important
- ☐ Accurately identifies critical content
- ☐ Directions and instruction are communicated in clear language
- ☐ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- ☐ Cues the importance of upcoming content in some direct and/or indirect fashion
    - Tone of voice
    - Body position
    - Level of excitement
    - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- ☐ Describe the level of importance of the content addressed in the lesson or activity
- ☐ Explain why it is important to pay attention to the content
- ☐ Body language and other visible behaviors indicate students pay attention to the critical content

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Element: **Using Questioning Strategies**
(If Applicable)

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

Needed (0)	**Emergent (1)**	**Proficient (2)**	**Accomplished (3)**	**Exemplary (4)**
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

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

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

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

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Element: **Facilitating Groups**
(If Applicable)

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	No additional required indicators	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Establishes routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provides guidance regarding group interactions and critiquing the reasoning of others
- ☐ Utilizes assignments or tasks at the appropriate taxonomy level of content
- ☐ Provides guidance on one or more interpersonal skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Organizes students into ad hoc groups during individual lessons
- ☐ Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

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

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

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Manages individual and class behaviors through a well-planned management system (A2b)	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students (0% to 50%) are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Involves students in designing classroom routines and procedures to develop a student-centered classroom
- ☐ Actively teaches student self-regulation strategies
- ☐ Uses classroom meetings to review and process rules and procedures
- ☐ Reminds students of rules and procedures
- ☐ Asks students to restate or explain rules and procedures
- ☐ Provides cues or signals when a rule or procedure should be use
- ☐ Physically occupies all quadrants of the room
- ☐ Recognizes potential sources of disruption and deal with them immediately
- ☐ Demonstrates openness, respect, and fairness
- ☐ Consistently exhibits "withitness" behaviors
- ☐ Recognizes and/or acknowledge students or groups who follow rules and procedures
- ☐ Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

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

- ☐ Follow and explain clear routines during class
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Interact responsibly with teacher and other students
- ☐ Demonstrate resiliency
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of their head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

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Element: **Using Engagement Strategies** *(If Applicable)*

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of student (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the students.

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Takes action or uses specific strategies to re-engage students
- ☐ Uses academic games
- ☐ Manages response rates
- ☐ Uses physical movement
- ☐ Maintains a lively pace to manage resources of time and attention
- ☐ Uses crisp transitions from one activity to another
- ☐ Demonstrates intensity and enthusiasm for the content
- ☐ Uses friendly controversy
- ☐ Uses technology to increase student engagement
- ☐ Provides opportunities for students to talk about themselves as it relates to the content
- ☐ Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

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

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Domain 3: Continuous Improvement of Professional Practice

Element: Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	No additional required indicators	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors *and* identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Uses a reflection process for analysis of specific strengths and weaknesses
- ☐ Keeps track of specifically identified focus areas for improvement
- ☐ Describes how specific areas for improvement are identified
- ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility
- ☐ Explains the differential effects of specific strategies and behaviors that yield results
- ☐ Exhibits characteristics of a growth mindset

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Element: **Using Data and Feedback to Support Changes to Professional Practice**

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress *and* demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Identifies research validated instructional strategies as growth goals
- ☐ Identifies the data and feedback used to develop a professional growth plan
- ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence
- ☐ Charts progress toward professional growth plan goals and supports with evidence
- ☐ Seeks mentorship from experts in area of professional responsibility
- ☐ Seeks innovative ways to improve professional practice

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Domain 4: Professional Responsibilities

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

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process. (B1f)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Emergent (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to their area of expertise.	Demonstrates knowledge of professional practice related to their area of expertise *and* is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Participates in professional development opportunities
- ☐ Demonstrates knowledge of processes and protocols associated with professional area of expertise
- ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise
- ☐ Keeps record of specific situations during which he/she mentored other instructional support members
- ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
- ☐ Leads or facilitates professional development activities
- ☐ Disseminates information in an accurate manner
- ☐ Provides accessibility for professional services to students and school
- ☐ Describes specific situations in which he/she has mentored colleagues to share expertise
- ☐ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications)

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Element: **Promoting Positive Interactions with Colleagues and the Community**

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *and* result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

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Optional Evidence

Example Instructional Support Member Evidence

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

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Element: **Adhering to School and District Policies and Procedures**

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules *and* self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Optional Evidence

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Example Instructional Support Member Evidence

- ☐ Performs assigned duties
- ☐ Follows policies, regulations, and procedures
- ☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records)
- ☐ Fulfills responsibilities in a timely manner
- ☐ Demonstrates understanding of legal issues related to students and families
- ☐ Complies with state and local requirements regarding parental notification and decision-making
- ☐ Demonstrates personal integrity
- ☐ Ensures privacy and confidentiality
- ☐ Protects the rights of students and parents
- ☐ Documents specific situations in which he/she adheres to rules and procedures
- ☐ Knows and adheres to state code of ethics, professional standards, and code of conduct applicable to the position

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Element: **Supporting and Participating in School and District Initiatives**

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility *and* actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Optional Evidence

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Example Instructional Support Member Evidence

- ☐ Participates in school activities and events as appropriate to support students and the school community
- ☐ Serves on school and district committees
- ☐ Participates in professional development opportunities
- ☐ Works to achieve school and district improvement goals
- ☐ Intentionally builds positive systems of communication with parents and school community
- ☐ Provides record of specific situations in which he/she has participated in school and/or district initiatives
- ☐ Describes or shows evidence of participation in school and/or district initiatives
- ☐ Exhibits characteristics of a growth mindset

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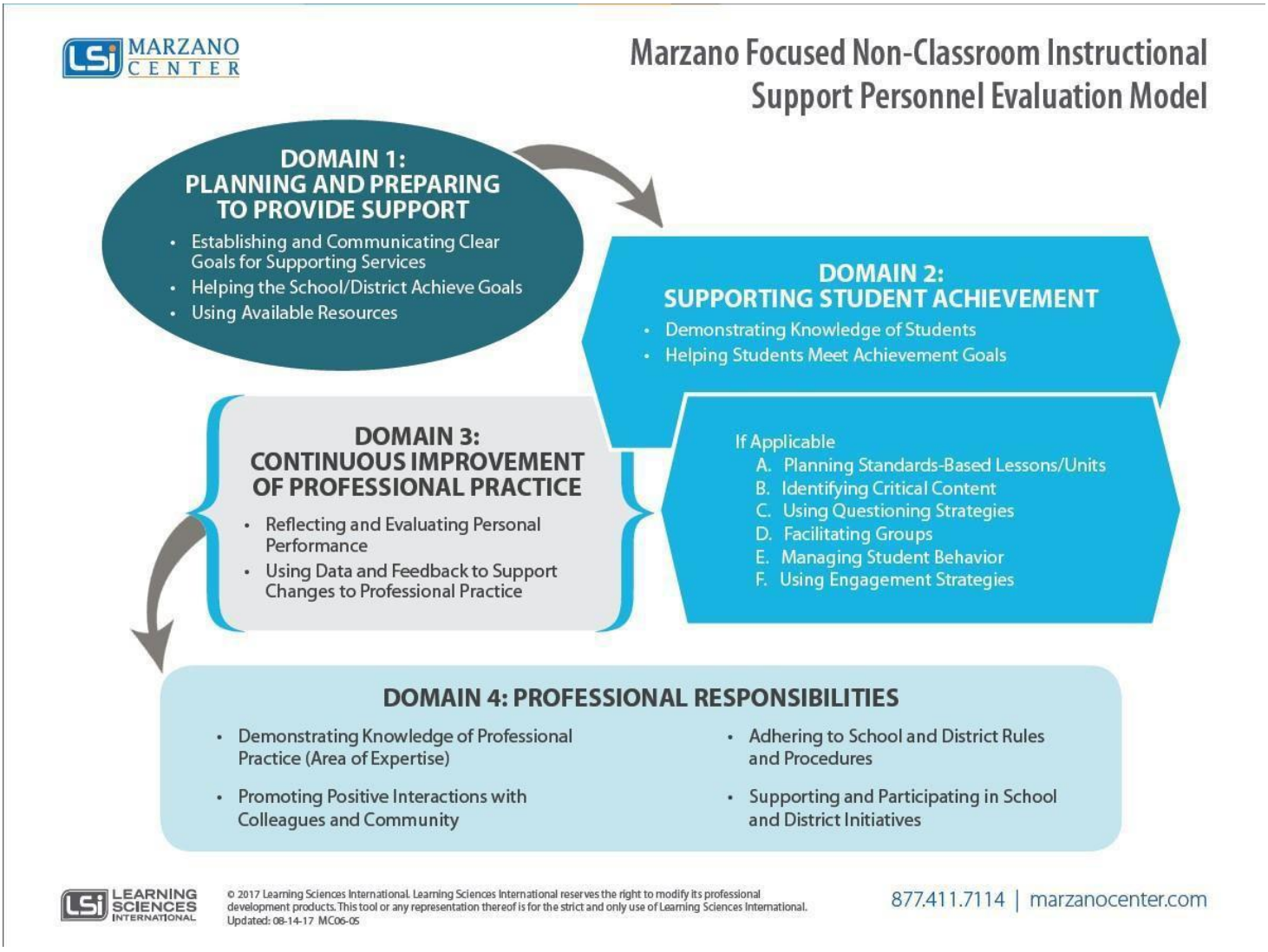
Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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



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LEARNING AND PERFORMANCE MANAGEMENT

Domain 1: Planning and Preparing to Provide Support

Element: Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *and* monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school
- ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals
- ☐ Communicates goals to appropriate school or district personnel
- ☐ References and updates goals and plan for support throughout the year
- ☐ Goals confirm knowledge consistent with professional area of responsibility
- ☐ Data are used in the planning and goal setting process
- ☐ Elicits input from school regarding needed services and support
- ☐ Updates records (e.g. data bases, data notebook) to track progress towards implementation of goals and services

Example Implementation Evidence

- ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district
- ☐ Explains how goals support and align with school and/or district goals
- ☐ Explains how their actions and/or activities relate to the goals
- ☐ Artifacts support clear communication of goals

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Element: **Helping the School/District Achieve Goals**

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	No additional required indicators	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals *and* monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Demonstrates knowledge of school/district goals
- ☐ Goals to provide services align with and support the school/district goals
- ☐ Activities confirm support of school/district goals consistent with professional area of responsibility (e.g. participating in committees, working with student groups, advising)
- ☐ Maintains accurate records of support provided that help the school/district achieve goals
- ☐ Provides accurate and relevant input to support the school/district

Example Implementation Evidence

- ☐ Artifacts reveal the instructional support member helped individual or groups of students achieve goals
- ☐ Artifacts reveal the instructional support member achieved goals to provide supporting services
- ☐ Artifacts confirm the instructional support member helped the school/district achieve goals
- ☐ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with the professional area of expertise that helped the school/district achieve goals

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Element: **Using Available Resources**

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district *and* monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Resources are identified and reflected in planning documents
- ☐ Resources are used to enhance the implementation of goals for supporting services
- ☐ Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- ☐ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- ☐ Implements appropriate communication and instructional technologies
- ☐ Data are used as a resource when planning support
- ☐ Resources are used appropriately to support the school/district

Example Implementation Evidence

- ☐ Identifies resources implemented within the school community that enhance supporting services
- ☐ Artifacts show the use of available resources provided support for the school
- ☐ Data substantiates the use of resources in implementing goals for support services and/or instructional activities
- ☐ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
- ☐ Artifacts demonstrate the use of technology enhanced supporting services

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Demonstrates knowledge of the specific needs of students in the school/district.	Demonstrates knowledge of the specific needs of students in the school/district *and* monitors if services appropriately support the specific needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the specific needs of students in the school/district.

Optional Evidence

Example Instructional Support Member Evidence

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

Example Implementation Evidence

- ☐ Provides appropriate services to help students with specific needs
- ☐ Assists families in learning to plan and advocate for their student
- ☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with specific needs
- ☐ Artifacts support identification of students who need special assistance
- ☐ Explains how accommodations and/or modifications help address the specific needs of students
- ☐ Artifacts demonstrate support of individual students to meet achievement goals
- ☐ Artifacts reveal that students receive appropriate modifications or accommodations based on formative data
- ☐ Students identify the instructional support member as one who advocates for them
- ☐ Artifacts demonstrate students act as self-advocates
- ☐ Explains how knowledge of the specific needs of students helps support students in achievement of their goals

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Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *and* monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Identifies students who need help meeting achievement goals, using data
- ☐ Advocates for students who need assistance gaining access to critical curriculum
- ☐ Provides plans and/or artifacts of helping remove barriers for the benefit of students
- ☐ Assists families in learning how to plan and advocate for their student
- ☐ Implements adaptations and modifications based on formative assessment data
- ☐ Provides instruction to students based on recognition of individual differences
- ☐ Assists families in learning to identify barriers
- ☐ Collaborates with other school personnel to help students meet achievement goals
- ☐ Behaviors indicate value and respect for students who may have barriers to achieving goals
- ☐ Communicates with families about how to help their students remove barriers

Example Implementation Evidence

- ☐ Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- ☐ Artifacts support identification of students who received help meeting their achievement goals
- ☐ Explains how removing barriers helped students meet achievement goals
- ☐ Explains how removing barriers helped individual students gain equal access to critical curriculum
- ☐ Artifacts reveal students have equal access to critical curriculum
- ☐ Students identify the instructional support member as one who advocates for them by helping remove barriers
- ☐ Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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(If Applicable)

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets that demonstrates a progression of learning. A performance scale may be utilized.

Desired Effect: Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning *and* provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets *and* the impacts on student learning.

Optional Evidence

Example Planning Evidence

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans build a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to mastery and application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how the needs of all students are addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how needs of all students have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Element: **Identifying Critical Content** *(If Applicable)*

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Begins the lesson or activity by explaining why upcoming content is important
- ☐ Accurately identifies critical content
- ☐ Directions and instruction are communicated in clear language
- ☐ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- ☐ Cues the importance of upcoming content in some direct and/or indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement
  - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- ☐ Describe the level of importance of the content addressed in the lesson or activity
- ☐ Explain why it is important to pay attention to the content
- ☐ Body language and other visible behaviors indicate students pay attention to the critical content

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Element: **Using Questioning Strategies** *(If Applicable)*

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Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

Needed (0)	**Emergent (1)**	**Proficient (2)**	**Accomplished (3)**	**Exemplary (4)**
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

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

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

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

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Element: **Facilitating Groups**
(If Applicable)

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Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	No additional required indicators	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Establishes routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provides guidance regarding group interactions and critiquing the reasoning of others
- ☐ Utilizes assignments or tasks at the appropriate taxonomy level of content
- ☐ Provides guidance on one or more interpersonal skills
    - Becoming aware of the power of interpretations
    - Avoiding negative thinking
    - Taking various perspectives
    - Interacting responsibly
    - Handling controversy and conflict resolution
- ☐ Organizes students into ad hoc groups during individual lessons
- ☐ Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

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

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Element: **Managing Student Behavior**

(If Applicable)

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Manages individual and class behaviors through a well-planned management system (A2b)	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students (0% to 50%) are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Involves students in designing classroom routines and procedures to develop a student-centered classroom
- ☐ Actively teaches student self-regulation strategies
- ☐ Uses classroom meetings to review and process rules and procedures
- ☐ Reminds students of rules and procedures
- ☐ Asks students to restate or explain rules and procedures
- ☐ Provides cues or signals when a rule or procedure should be use
- ☐ Physically occupies all quadrants of the room
- ☐ Recognizes potential sources of disruption and deal with them immediately
- ☐ Demonstrates openness, respect, and fairness
- ☐ Consistently exhibits "withitness" behaviors
- ☐ Recognizes and/or acknowledge students or groups who follow rules and procedures
- ☐ Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

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

- ☐ Follow and explain clear routines during class
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Interact responsibly with teacher and other students
- ☐ Demonstrate resiliency
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of their head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

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Element: **Using Engagement Strategies** *(If Applicable)*

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	**Required Indicator(s)**	**Evidence/Feedback**
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of student (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the students.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- ☐ Takes action or uses specific strategies to re-engage students
- ☐ Uses academic games
- ☐ Manages response rates
- ☐ Uses physical movement
- ☐ Maintains a lively pace to manage resources of time and attention
- ☐ Uses crisp transitions from one activity to another
- ☐ Demonstrates intensity and enthusiasm for the content
- ☐ Uses friendly controversy
- ☐ Uses technology to increase student engagement
- ☐ Provides opportunities for students to talk about themselves as it relates to the content
- ☐ Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

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

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Element: **Reflecting and Evaluating Personal Performance**

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	No additional required indicators	

Needed (0)	**Emergent (1)**	**Proficient (2)**	**Accomplished (3)**	**Exemplary (4)**
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors *and* identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Uses a reflection process for analysis of specific strengths and weaknesses
- ☐ Keeps track of specifically identified focus areas for improvement
- ☐ Describes how specific areas for improvement are identified
- ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility
- ☐ Explains the differential effects of specific strategies and behaviors that yield results
- ☐ Exhibits characteristics of a growth mindset

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Element: **Using Data and Feedback to Support Changes to Professional Practice**

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	

Needed (0)	**Emergent (1)**	**Proficient (2)**	**Accomplished (3)**	**Exemplary (4)**
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress *and* demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Identifies research validated instructional strategies as growth goals
- ☐ Identifies the data and feedback used to develop a professional growth plan
- ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence
- ☐ Charts progress toward professional growth plan goals and supports with evidence
- ☐ Seeks mentorship from experts in area of professional responsibility
- ☐ Seeks innovative ways to improve professional practice

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Domain 4: Professional Responsibilities

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

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

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

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process. (B1f)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Emergent (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to their area of expertise.	Demonstrates knowledge of professional practice related to their area of expertise *and* is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Participates in professional development opportunities
- ☐ Demonstrates knowledge of processes and protocols associated with professional area of expertise
- ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise
- ☐ Keeps record of specific situations during which he/she mentored other instructional support members
- ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
- ☐ Leads or facilitates professional development activities
- ☐ Disseminates information in an accurate manner
- ☐ Provides accessibility for professional services to students and school
- ☐ Describes specific situations in which he/she has mentored colleagues to share expertise
- ☐ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications)

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Element: **Promoting Positive Interactions with Colleagues and the Community**

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)

Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *and* result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Optional Evidence

Example Instructional Support Member Evidence

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

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Element: **Adhering to School and District Policies and Procedures**

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules *and* self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Performs assigned duties
- ☐ Follows policies, regulations, and procedures
- ☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records)
- ☐ Fulfills responsibilities in a timely manner
- ☐ Demonstrates understanding of legal issues related to students and families
- ☐ Complies with state and local requirements regarding parental notification and decision-making
- ☐ Demonstrates personal integrity
- ☐ Ensures privacy and confidentiality
- ☐ Protects the rights of students and parents
- ☐ Documents specific situations in which he/she adheres to rules and procedures
- ☐ Knows and adheres to state code of ethics, professional standards, and code of conduct applicable to the position

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Element: **Supporting and Participating in School and District Initiatives**

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = **Achieved**	**Required Indicator(s)**	**Evidence/Feedback**
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility *and* actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Optional Evidence

Example Instructional Support Member Evidence

- ☐ Participates in school activities and events as appropriate to support students and the school community
- ☐ Serves on school and district committees
- ☐ Participates in professional development opportunities
- ☐ Works to achieve school and district improvement goals
- ☐ Intentionally builds positive systems of communication with parents and school community
- ☐ Provides record of specific situations in which he/she has participated in school and/or district initiatives
- ☐ Describes or shows evidence of participation in school and/or district initiatives
- ☐ Exhibits characteristics of a growth mindset

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Appendix D – Student Performance Measures

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

Student Performance Measures			
Teacher Group	**Prior-Assessment**	**Current Year Assessment**	**Performance Standards**
2024-2025	*(pre-test)*	*(post-test)*	
Kindergarten	FAST STAR Early Literacy – PM1	FAST STAR Early Literacy - PM3	Comparison Model
1st Grade	2024 FAST STAR – FAST Math PM3	2025 FAST STAR Reading FAST Math - PM3	Comparison Model
2nd Grade	2024 FAST STAR Reading FAST STAR Math- PM3	2025 FAST STAR Reading FAST STAR Math- PM3	Comparison Model
3rd Grade	2024 FAST ELA, FAST Math - PM 3	2025 FAST ELA, FAST Math - PM3	Comparison Model
4th - 10th Grade ELA	2024 FAST ELA PM 3	2025 FAST ELA - PM3	Comparison Model
4th - 8th Grade Math	2024 FAST Math PM 3	2025 FAST Math - PM3	Comparison Model
7th Grade Civics	2024 FAST ELA PM 3	2025 Civics - EOC	Comparison Model
7th, 8th, 9th Grade Algebra 1	2024 FAST Math PM 3	2025 Algebra - EOC	Comparison Model
5th and 8th Grade Science	2024 FAST ELA	2025 Statewide Science Assessment	Comparison Model
8th Grade Biology	2024 FAST ELA	2025 Biology EOC	Comparison Model
8th, 9th, 10th Grade Geometry	Prior Year Algebra EOC	2025 Geometry EOC	Comparison Model
9th - 10th Grade Biology	2024 FAST ELA	2025 Biology EOC	Comparison Model
11th Grade US History	2024 FAST ELA	2025 US History EOC	Comparison Model
FSAA Teachers (alternative assessment)	2024 FSAA ELA & Math PM 3	2025 FSAA ELA & Math PM 3	Comparison Model
HS Cambridge/AICE Teachers	Most Recent FAST ELA	Cambridge Assessment	Comparison Model
9th, 10th Advanced Placement Teachers	2024 FAST ELA or FAST Math	2025 AP Test	Comparison Model
11th, 12th Advanced Placement Teachers	Most Recent FAST ELA or Math Assessment	2025 AP Test	Comparison Model
Remaining 11th-12th Grade Teachers (b)	SAT, ACT, State and/or Local Assessments	Growth Model, School Grade, or School Improvement Rating	Comparison Model or School Grade
Non-Classroom Teachers (with assigned students)	2024 FAST ELA PM 3	2025 FAST ELA - PM3	Comparison Model
Non-Classroom Teachers (whole school or district-wide responsibility - All Levels)	2024 FAST ELA PM 3	School Aggregate for FAST ELA PM 3	Comparison Model

Remaining Non-Classroom Teachers	FAST and State EOCs	School Aggregate for FAST ELA PM 3	Comparison Model
** As some assessments are new, models may change based on the reliability of the analysis.*			

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Appendix E – Summative Evaluation Forms

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

FTEM – Classroom

Evaluation for [redacted]

Evaluation for [redacted] *In Progress*

Learner: [redacted]

Evaluation Category: Classroom FTEM

Observation Period: Aug 22, 2019 to May 8, 2020 America/New_York

Learner UUID: [redacted]

Buildings: [redacted]

Final Score: 3.55 Highly Effective

Instructional Practice 50.0%	Deliberate Practice 15.0%	Student Performance 35.0%
3.8	4.0	3.0
Highly Effective	Highly Effective	Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Feedback	Oct 18, 2019 10:16:11 AM	Classroom FTEM v2017	[redacted]
No	Standard	Formal	Nov 4, 2019 8:33:32 AM	Classroom FTEM v2017	[redacted]

Frequency Requirements	
Classroom FTEM v2017	Formal, expected 1, actual 1

Final Score Scale Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.4 - 4.0	2.5 - 3.399	2.0 - 2.499	1.0 - 1.999

Instructional Practice: 3.8 - Highly Effective

Instructional Practice Scale Weight: 50.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Classroom FTEM v2017

Score: 3.8 - Highly Effective **Weight:** 100.0%

Scale	Count
Level 4.0 (Exemplary)	11 (73.33%)
Level 3.25 (Accomplished)	4 (26.67%)
Level 2.75 (Proficient)	0 (0.0%)
Level 2.0 (Emergent)	0 (0.0%)
Level 1.25 (Needed)	0 (0.0%)
Total Count:	15

Evaluation for [redacted]

Deliberate Practice: 4_0

Deliberate Practice Scale Weight: 15.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	4.0 - 4.0	3.0 - 3.0	2.0 - 2.0	1.0 - 1.0
Value	4.0	3.0	2.0	1.0

Deliberate Practice Weight: 15.0%

Student Performance: 3_0

Student Performance Scale Weight: 35.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Student Performance Weigh-' 35..0%

Overall Evaluation Comment s

Comments

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FTEM – Non Classroom

Evaluation for [redacted] https://www.effectiveeducators.com/evaluation/edit/5b83f043e4b0...

Evaluation for [redacted] *In Progress*

Learner: [redacted]

Evaluation Category: Category NC

Observation Period: Aug 23, 2018 to May 13, 2019 America/New_York

Learner UUID: [redacted]

Buildings: [redacted]

Final Score: 3.498 - Highly Effective

Instructional Practice	Deliberate Practice/Growth Plans	Student Growth
50.0%	15.0%	35.0%
3.969	**4.0**	**3.0**
Highly Effective	Highly Effective	Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	FORMAL	Feb 6, 2019 2:33:41 PM	Non-classroom FTEM v2017	[redacted]
No	Standard	FORMAL	Feb 6, 2019 2:36:38 PM	Non-classroom FTEM v2017	[redacted]
No	Standard	FORMAL	Feb 7, 2019 1:31:35 PM	Non-classroom FTEM v2017	[redacted]
No	Standard	MEETING	Mar 15, 2019 10:38:38 AM	Non-classroom FTEM v2017	[redacted]
No	Standard	MEETING	Mar 15, 2019 10:46:21 AM	Non-classroom FTEM v2017	[redacted]
No	Standard	MEETING	Apr 30, 2019 3:34:12 PM	Non-classroom FTEM v2017	[redacted]

Final Score Scale

Range: 0.0 - 4.0

1 of 3

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.4 - 4.0	2.5 - 3.399	2.0 - 2.499	0.0 - 1.999

Instructional Practice: 3.969 - Highly Effective

Instructional Practice Scale

Weight: 50.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Non-classroom FTEM

Score: 3.969 - Highly Effective **Weight:** 100.0%

Scale	Count
Level 4.0 (Exemplary)	23 (95.83%)
Level 3.25 (Accomplished)	1 (4.17%)
Level 2.75 (Proficient)	0 (0.0%)
Level 2.0 (Emergent)	0 (0.0%)
Level 1.25 (Needed)	0 (0.0%)
Total Count:	**24**

Override Score

Deliberate Practice/Growth Plans: 4.0 - Highly Effective

Deliberate Practice/Growth Plans Scale

Weight: 15.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	4.0 - 4.0	3.0 - 3.0	2.0 - 2.0	1.0 - 1.0

Value	4.0	3.0	2.0	1.0

Deliberate Practice/Growth Plans Weight: 15.0%

4.0

Highly Effective

Student Growth: N/A

Student Growth Scale Weight: 35.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

Student Growth Weight: 35.0%

N/A

Overall Evaluation Comments

Comments