LEARNING SCIENCES INTERNATIONAL

MARZANO CENTER

The Marzano Teacher Evaluation Model and the Marzano Focused Teacher Evaluation Model, 2017

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1. The Research Base for the Marzano Teacher Evaluation Model

(For an in-depth examination of the research base, please see: Marzano, Toth, Schooling, "Examining the Role of Teacher Evaluation in Student Achievement: Contemporary Research Base for the Marzano Causal Teacher Evaluation Model," 2012. http://www.marzanocenter.com/teacher-evaluation/mc-whitepaper/ and Basilio and Toth, "The Research Base for the Marzano Teacher Evaluation Model and Correlations to State VAM," 2016. http://www.marzanocenter.com/MCTeacherEval_VAM%2020160328.pdf)

The Marzano Evaluation Model is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), Cla*ssroom 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). 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 academic achievement. The model includes four domains:

Domain 1: Classroom Strategies and Behaviors
Domain 2: Preparing and Planning
Domain 3: Reflecting on Teaching
Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2, 5 elements in Domain 3 and 6 elements in Domain 4. For a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

Each of the works (cited above) from which the model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes over 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above**. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely**

disseminated in the United States. Specifically, over 2,000,000 copies of the books cited above have been purchased and disseminated to K-12 educators across the United States.

Experimental/Control Studies

Perhaps one of the more unique aspects of the research on this model is that it has a growing number of experimental/control studies that have been conducted by practicing teachers on the effectives of specific strategies in their classrooms. This is unusual in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement; however, causality cannot be easily inferred. Other evaluation models currently used throughout the country only have correlational data regarding the relationship between their elements and student achievement.

To date over 300 experimental/control studies have been conducted. Those studies involved over 14,000 students, 300 teachers, across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42 with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. Stated differently: on the average, when teachers use the classroom strategies and behaviors in the Marzano Evaluation Model, their typical student achievement increased by 16 percentile points. However, great gains (i.e., those associated with an effect size of 2.00) can be realized if specific strategies are use in specific ways.

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been, and continue to be conducted, on various elements of the Marzano Evaluation Model. For example, one such study was recently conducted in the state of Oklahoma as a part of their examination of elements that are related to student achievement in K-12 schools (see What Works in Oklahoma Schools: Phase I Report and What Works in Oklahoma School: Phase II Report, by Marzano Research Laboratory, 2010 and 2011 respectively). Those studies involved 59 schools, 117 teachers and over 13,000 K-12 students. Collectively, those reports indicate positive relationships with various elements of the Marzano Evaluation Model across the domains. Specific emphasis was placed on Domain 1 particularly in the Phase II report. Using state mathematics

and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive with some as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87 which is associated with a 31 percentile point gain in student achievement. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. High correlations such as these were also reported for the total number of Domain 1 strategies teachers used in a school. Specifically the number of Domain 1 strategies teachers used in school had a .35 correlation with reaching proficiency and a .26 correlation with mathematics proficiency.

Technology Studies

Another unique aspect of the research conducted on the model is that its effects have been examined in the context of technology. For example, a two year study was conducted to determine (in part) the relationship between selected elements from Domain 1 and the effectiveness of interactive whiteboards in enhancing student achievement (see Final Report: A Second Year Evaluation Study of Promethean ActivClassroom by Haystead and Marzano, 2010). In all, 131 experimental/control studies were conducted across the spectrum of grade levels. Selected elements of Domain 1 were correlated with the effect sizes for use of the interactive white boards. All correlations for Domain 1 elements were positive with some as high as .70. This implies that the effectiveness of the interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

Summary of Research Base

In summary, the Marzano Evaluation Model was designed using literally thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a more direct causal linkage with enhanced student achievement that can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards) and found it to be highly correlated with the effectiveness of that technology.

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2. About Robert Marzano and Learning Sciences International

Robert J. Marzano, PhD, is a nationally recognized researcher in education, speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *District Leadership That Works*, *School Leadership that Works*, *Making Standards Useful in the Classroom*, *The Art and Science of Teaching*, and *Effective Supervision*.

His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and

administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington. He is also Executive Director of the Learning Sciences Marzano Center located in West Palm Beach, Florida, and of Marzano Research in Colorado.

Dr. Marzano believes that great teachers make great students: His Marzano Teacher Evaluation Model has been adopted by school districts in all 50 states because it doesn't just measure teacher ability, it helps teachers get better, improving their instruction over time. Dr. Marzano has partnered with Learning Sciences International to develop and implement the Marzano Teacher Evaluation Model, the School Leader and District Leader Evaluation Models, and the Non-Classroom Instructional Personnel Evaluation model, four complimentary evaluation systems that may be used with the iObservation technology platform.

Founded in 2002, **Learning Sciences International** partners with schools and districts to develop custom solutions for school improvement and professional development. With Robert Marzano, Learning Sciences co-developed the Marzano Evaluation Models and was selected as the statewide technical assistance provider for teacher evaluation implementation throughout the state of Florida. Learning Sciences was selected by the Michigan Department of Education's School Reform Office to provide monitoring and technical assistance to Priority Schools. Learning Sciences offers innovative technology, data analysis, research, consultation, and the tools and training to help schools meet their challenges and reach their greatest potential in today's high-stakes educational environment. For further information, visit www.LearningSciences.com.

3. Evidence of reliability, validity, and efficacy of the Marzano Teacher Evaluation Model and the Updated 2017 Marzano Focused Teacher Evaluation Model

The Research Base of the Marzano Focused Teacher Evaluation Model

The comprehensive Marzano Teacher Evaluation Model developed in 2010-2011 draws on decades of research addressing teacher pedagogy and best practices in evaluation. Researchers at Learning Sciences Marzano Center have continued this

work by analyzing and collecting data from multiple sources to examine the efficacy of the model. These sources include three years of Florida Value Added Metrics (VAM); more than 2 million individual classroom observation scores of individual elements collected in the iObservation technology platform; survey data and student growth metrics collected from multiple pilot projects across the United States; and interviews with hundreds of teachers and school leaders implementing the model. This research is summarized below, as it was the findings of these research projects that guided our decisions during the development of the Focused Teacher Evaluation model. Like the comprehensive Marzano Teacher Evaluation model, the updated Focused model is a research-based instrument to measure teacher effectiveness and growth—researchers at Learning Sciences Marzano Center have continued to accumulate research to support the model. The Focused model concentrates measurable teacher actions and capabilities into 23 essential behaviors to measure teacher effectiveness within four domains of expertise: Standards-based Planning, Standards-based Instruction; Conditions for Learning; and Professional Responsibilities. As with the original Marzano Teacher Evaluation Model, the Focused model is an objective, evidence based model that evaluates teacher performance against specific criteria, alignment to standards, and student evidences. Learning Sciences Marzano Center will continue to study the effect evaluation has on teacher effectiveness and student learning.

Two recent studies address whether the Marzano Teacher Evaluation Model is a validated framework. The first, (Basileo and Toth, In Progress), investigates whether the observation data from the Marzano Teacher Evaluation Model correlates with teacher value-added measures (VAMs) across the state of Florida. The second study, which was featured in a US Department of Education report in 2015, directly tested whether a professional development program based on the Marzano Teacher Evaluation Model increased student achievement in a pilot in Pinellas County Public Schools, Florida (see Basileo, Toth, & Kennedy, 2015). Both studies support and validate the Marzano Teacher Evaluation Model in Florida.

When evaluating the validity of observation protocols, studies typically assess the correlations between teacher observation scores and their value-added scores. Small to moderate correlations permit researchers to claim that the framework is validated (Kane, Taylor, Tyler, & Wooten, 2010).

A correlation between two variables does not necessarily mean that X causes Y; it merely provides evidence that there is a relationship between the two. Thus, validity studies that investigate whether the framework increases student

achievement should include either experimental or quasi-experimental designs, to demonstrate that the framework increases student achievement.

Marzano Observation Correlations With Florida VAM

Basileo and Toth investigated the magnitude of correlations using two years of data including all teachers in the state of Florida where districts were implementing the Marzano Teacher Evaluation Model and using the iObservation technology platform to collect observation data. Teachers' average observations scores were matched to state VAMs to assess validity coefficients for the framework. The study included two years of data from the 2012-13 and 2013-14 school years. Additionally, each teacher's average score for each element was correlated to the state reading VAM, math VAM, and algebra VAM to investigate whether certain elements in the Marzano Evaluation Model had larger correlations to student achievement than others.

For the 2012-13 results, there were a total of 62,742 teachers who had an observation score. Researchers were able to match 13,236 (21%) of those teachers to a reading VAM and/or math VAM. The matching process was quite intensive because within state les, observation scores could be matched only by teacher name. Table 1 shows the correlations between the average teacher observation score and the reading VAM or math VAM. As noted below, both correlations were small and statistically significant ($p < .01$) with the coefficients ranging in size from .13 to .14.

2012-13 Marzano Observation Correlations and Florida VAM Scores

	Avg. Obs. Score	Read VAM	Math VAM
Avg. Obs. Score	1.00	**.132****	**.145****
N	62,742	8,511	6,001

Additionally, the average score for each element in the model was correlated to the reading and math state VAM. Thirty-eight, or 92%, of the elements were significantly correlated with the reading VAM (n = 5,021). Significant coefficients were small and ranged from .05 to .13. Thirty-six, or 87%, of the elements were significantly correlated with the math VAM (n = 3,515). Significant coefficients were small and ranged from .06 to .13.

For the 2013-14 results, there were a total of 58,527 teachers who had an observation score. Researchers were able to match 15,452 teachers (26%) to VAM data. In the 2013-14 school year, students were also tested in algebra. Table 2 shows the correlations between the average teacher observation score and the reading, math, or algebra VAM. Correlations were small and statistically significant with the coefficients ranging from .14 to .21.

Additionally, the average score for each element in the model was correlated to the reading, math, and algebra VAM. **Forty, or 98%, of the elements in the model were significantly correlated with the reading VAM** (n= 6,720). Significant coefficients were small and ranged from .05 to .13. **Thirty-eight, or 93%, of the elements were significantly correlated with the math VAM** (n= 4,464). Significant coefficients were small and ranged from .06 to .17. Lastly, 29, or 71%, of the elements in the model were significantly correlated with the algebra VAM (n= 642). Significant coefficients were small and ranged from -.02 to .27.

This in-progress study is one of the largest validation studies on an observation framework. **The study has found that across two years of data, the Marzano Teacher Evaluation Model had significant and small correlations with teacher state VAMs.** Moreover, while there were small variations in the correlations coefficients by element, each element almost always had a significant correlation with teacher value-added scores. **Taken as a whole, these findings support the model as a valid, reliable, and accurate system to measure teacher proficiency.** Educators can rely on the model to accurately determine teacher effectiveness.

2013-14 Pinellas Pilot Findings

In the spring 2012-2013 school year, Pinellas County Schools (PCS) received Florida Department of Education approval for a research project to develop a teacher e effectiveness system that would help teachers grow professionally. The new system would revitalize the evaluation system, diagnosing teacher pedagogical strengths and areas for growth, providing targeted support for individual professional skill development, and offering a foundation in research-based classroom strategies to improve teacher practice. The projected outcome of the pilot was to increase student achievement as teachers improved their pedagogy through immersion in, and practice with, the Marzano Teacher Evaluation Model.

One innovation of the pilot was to employ short- duration student growth metrics for teacher evaluation. In contrast to evaluation measures that scored teacher practice long after students had left the classroom (in effect, generating scores when it was too late for teachers to make adjustments), the idea was to improve teacher

practice within a single year while students were still in the classroom. The pilot included the use of multiple metrics: teacher self-assessment, principal observation scores, student perception surveys, and a short-duration value-added

2013-14 Marzano Observation Correlations and Florida VAM scores

	Avg. Obs. Score	Read VAM	Math VAM	Algebra VAM
Avg. Obs. Score	1.00	**.132****	**.145****	**.205****
N	62,742	8,511	6,001	1,217

measure (VAM) based at the unit level. The pilot had two additional, overarching aims: first, to create the diagnostic measures of teacher effectiveness, and second, to document and empirically test whether the professional development and coaching received by teachers and leaders throughout the year on the MTEM increased student achievement by the end of the year.

To assess program effects, a process and outcome evaluation was conducted to investigate whether the program had the intended effects of increasing student achievement. In total, five treatment schools and five statistically matched control schools were included in the study. Only the treatment schools received the training, coaching, and diagnostic measures of effectiveness.

Two sets of findings from this study are relevant to the validity of the Marzano Teacher Evaluation Model. The first finding pertains to the magnitudes of the correlation coefficients with VAMs. While the sample size is much smaller than the state level study, the magnitudes of the correlations are much higher when the model is implemented with fidelity. Table 3 shows correlation coefficients between observation scores and several different VAMs in Pinellas county. Significant coefficients ranged from small to large (.14 to .53) with the largest correlation for the three-year aggregated math VAM at .53.

The outcome evaluation used several different methods to assess program effects, including independent sample t-tests, ordinary least squares regression, and hierarchical linear modeling. Out of the 26 assessments that had a control group match, 21 showed positive and significant growth for students at treatment schools ($p < .10$). Consequently, favorable and significant results were shown for treatment students in 81% of administered assessments. Moreover, fixed effects models

showed similar results: Students who attended treatment schools had significantly increased growth scores (.37 to .39 standard deviations above prediction) compared to students at control schools, which accounted for both individual and school characteristics (Basileo, Toth, & Kennedy, 2015).

Students who attended treatment schools had significantly increased growth scores (.37 to .39 standard deviations above prediction) compared to students at control schools, which accounted for both individual and school characteristics.

The Pinellas pilot gained national attention from the Research Support Network and US Department of Education for these innovative efforts to reform teacher evaluation.

Overall, both studies outlined here provide ample support that the Marzano Teacher Evaluation Model has been validated in the state of Florida. Specifically, the first study, one of the largest validation studies conducted on an observation framework, found small to moderate correlations with teacher VAMs demonstrating that educators can rely on the model to accurately determine teacher effectiveness. The second study found evidence that student achievement significantly increased where the model was coupled with leadership coaching and implemented with fidelity.

To access the full reports, go to www.LearningSciences.com

Overview of the 2017 Marzano Focused Teacher Evaluation Model

Learning Sciences Marzano Center developed the Focused Teacher Evaluation Model to explicitly foreground the instructional shifts necessary for teaching new state standards. The designers drew upon data from field research and validation studies, coupled with findings from the extant literature on rigorous, standards-based instruction, and incorporating the observations and lessons from schools and districts implementing the Marzano Teacher Evaluation Model. The key objectives of the revision are summarized below. The Focused Evaluation Model:

- increases the specificity and accuracy of observations focusing on student evidences of attaining standards,
- reduces the time and complexity burden on principals and teachers,
- simplifies the overall evaluation process,
- incorporates stronger diagnostic feedback capabilities for teachers, and

- prioritizes deeper alignment to the instructional shifts required for new academic standards.

The advent of State Standards and Common Core State Standards (CCSS)(NGA Center & CCSSO, 2010a, 2010b) has created the need for a paradigm shift in the traditional view of K–12 curriculum and instruction. Fundamentally, these rigorous standards require shifts in instruction to insure the expected student outcomes in English language arts (ELA) and mathematics that far exceed previous expectations.

Specifically, classroom instruction must be more rigorous and more focused, and will necessarily require more of thoughtful planning and explicit changes in instruction.

The Marzano Focused Teacher Evaluation Model identifies 23 key elements, or professional and instructional strategies. These 23 elements are divided into four domains which include three elements for **Standards Based Planning**; ten classroom **Instruction** elements, seven **Conditions for Learning**, and three **Professional Responsibilities**. Like the comprehensive model, the Focused Model utilizes common five-point scales. The performance scales provide a developmental continuum for teachers on five levels of proficiency: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).

The Updated Protocols for the Marzano Teacher Evaluation Model (Marzano et. al, 2014) reflected the specific instructional shifts required by college and career readiness standards. The 2014 Protocols recommended that educators make four adaptations to the evaluation model: 1) To use seven instructional elements more frequently; 2) to modify use of all instructional elements to provide more rigor and depth; 3) to directly teach and foster specific mental skills and processes; and 4) to plan units and lessons more thoughtfully. In consideration of the four recommended adaptations, the Focused Model has refined the recommended adaptations by incorporating a Standards-Based Planning domain as the starting point, implementing a focus on the 10 most critical instructional elements necessary for standards-based instruction, incorporated the seven Conditions for Learning that must be in place in the classroom for effective standards-based learning, and finally, provided a focus on the three professional responsibilities that serve as the foundation that supports the other domains. We will discuss the individual elements in the Focused Model in detail below.

The Focused Teacher Evaluation Model prioritizes classroom implementation of new academic standards and helping teachers identify and plan for the level of instruction necessary to move students toward learning in a standards-based classroom. The Focused Model protocols incorporate a **focus statement** and a **desired effect** for each of the 23 elements and provides sample

teacher **instructional techniques** and **techniques for monitoring student work,** which supports both teachers and observers to calibrate around a common language and common expectations embedded in the model. teacher evidence and sample, then go down to monitoring. The protocols also provide examples of **student evidences** of progress toward standards, and possible **adaptations** teachers can make based on student-learning data gathered from monitoring. The figure below is an example from the Focused Model protocols for the instructional scoring standard, "Helping Students Process Content." See Section 9, Appendix, for the full set of protocols.

Helping Students Process New Content
Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.
Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.
Example Teacher Instructional Techniques (Check all that apply) ☐ Break content into appropriate chunks ☐ Employ formal group processing strategies • Jigsaw • Reciprocal teaching • Concept attainment ☐ Use informal strategies to engage group members in active processing • Predictions • Associations • Paraphrasing • Verbal summarizing • Questioning ☐ Facilitate group members in summarizing and/or generating conclusions ☐ Facilitate recording and representing new knowledge ☐ Facilitate the conceptual understanding of critical concepts ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback
Example Teacher Techniques for Monitoring for Learning (Check all that apply) ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content
Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.) ☐ Discuss and answer questions about the new content in groups ☐ Generate conclusions about the new content in group or written work ☐ Actively discuss the new content in groups ☐ Summarize or paraphrase the just learned content ☐ Record and represent new knowledge

☐ Make predictions about what they expect to learn next ☐ Summarize or draw conclusions from complex text and its academic language ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply) ☐ Reteach or use a new teacher technique ☐ Reorganize groups ☐ Utilize peer resources ☐ Modify task to appropriate chunk of content ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Additionally, the Learning Sciences Marzano Center research division offers five critical guidelines for district personnel and evaluators to observe and coach effective classroom instruction with the Marzano Focused Evaluation Model. We will discuss the six critical guidelines in detail in a later section of this paper.

Marzano Focused Teacher Evaluation Model

The Research-Based Model: Four Domains Directly Tied to Student Achievement

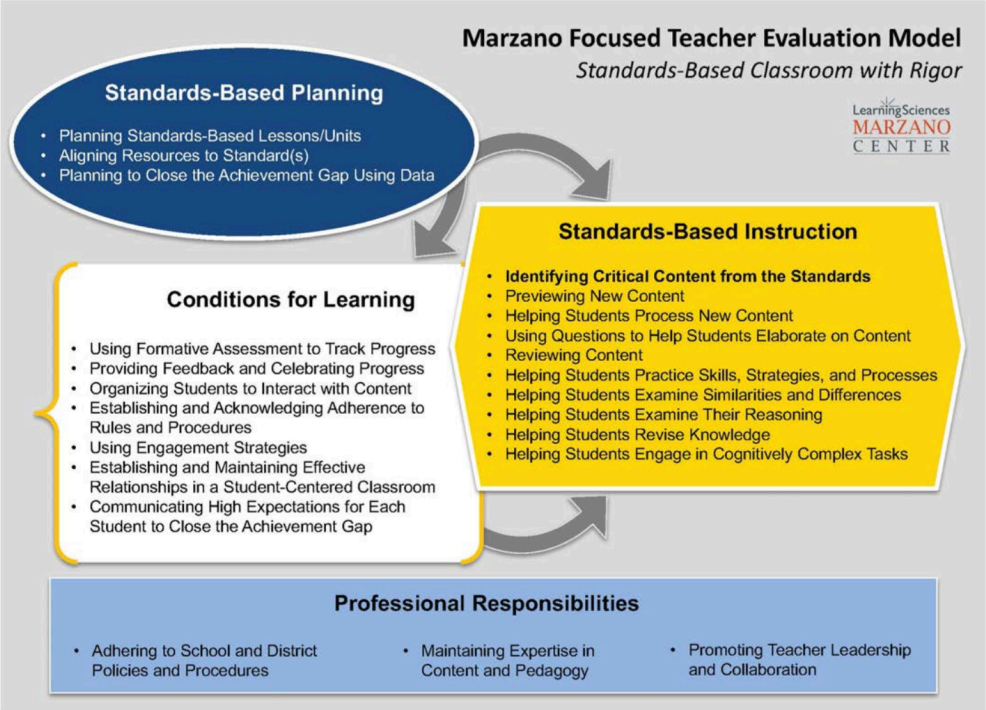


Figure 2: The updated Focused Teacher Evaluation Model is comprised of 23 elements in four domains, or areas of expertise.

The 23 Elements of the Focused Model

Educators using the comprehensive Marzano Teacher Evaluation Model will note that the number of elements in the Focused Model has been substantially reduced, from 60 to 23. Our analysis of observation data has revealed that observers have tended to score only very few instructional elements during classroom observations, and that often they have been scoring *the same handful of elements* in subsequent observations. As we discussed in "Teaching for Rigor: A Call for a Critical Instructional Shift" (Marzano & Toth, 2014) 58% of observations scored elements related to interacting with new content, while only 6% of observations scored elements related to cognitively complex tasks. Our data indicated that either teachers were not using a variety of instructional elements, or that observers were unable to recognize those elements during classroom observations. Clearly, if one of the purposes of an evaluation model is to grow teacher expertise, teachers must be

encouraged to expand their repertoire of classroom strategies beyond a reliance on introducing and interacting with new content. Furthermore, in order to help students meet the expectations of new state standards with the relevant degree of rigor and autonomy, teachers must scaffold learning to allow students to regularly practice and improve complex cognitive skills such as analysis, generating and testing hypotheses, and drawing evidence-based conclusions.

With these goals in mind, the Focused Evaluation Model reduces the number of scoreable instructional elements from the 41 that formerly comprised Domain 1, to 17 in the Focused Model's classroom domains: Instruction and Conditions for Learning. An additional six elements are devoted to Planning and Professional Responsibilities, which take place outside the classroom. These 23 elements are those we consider vital to recognizing and improving effective standards-based instruction and teacher professionalism. We recommend that observers score all 23 elements for each teacher during the course of the evaluative year.

The Three Planning Elements

As we noted in the Updated Teacher Observation Protocol (2014), the shifts associated with new state standards require more thoughtful construction of units and lessons by individual classroom teachers, who must also keep in mind the bigger picture of what students have encountered in previous grade levels.

Planning Standards-based Lessons and Units

To set the frame for the observation, we recommend that an observer meet with a teacher to review the lesson and/or unit plan before the scheduled observation. This meeting is intended to help the observer understand how the lesson and learning target that the teacher has planned both align with the standards and fit within the unit of study. The conference may take place in person or virtually, but the goal of this meeting is to identify and score *evidence of planning aligned to grade-level standards*. The teacher's lesson plan should identify how the teacher will provide support for students with different needs, and how resources and technology will be incorporated into the lesson. The lesson plan should also indicate which strategies, questioning techniques, and group processes the teacher has planned to incorporate into the lesson, and how the teacher will monitor student work for evidence of learning. We recommend that teachers post and integrate goals and scales into their daily lessons to help students track their progress toward learning targets. During the course of the observed lesson, the observer should clearly see this plan implemented.

Aligning Resources to Standards

During the pre-observation conference, the observer will also ask the teacher to discuss the resources and technology planned to support the standards-based lesson and unit. The observer will want to evaluate whether the planned resources are appropriate to the appropriate level of text complexity required by the standards. The teacher should be able to articulate how the planned technologies facilitate student learning to the level of rigor required by the standard, and how other human resources like co-teachers, instructional assistants, etc., if appropriate, will be used to implement the lesson plan. As above, the observer should clearly see this plan implemented during observation of the lesson.

Planning to Close the Achievement Gap Using Data

When observer and teacher meet, the teacher should be prepared to discuss how the planned lesson uses data to guide instructional decisions to close the achievement gap. Teachers will discuss how to address the cultural and demographic needs of students, and how they plan to help those students meet lesson targets to achieve the standards. The teacher should demonstrate knowledge of the equity issues in the classroom, discuss adaptations planned to address those issues, and be prepared to share formative and summative strategies to track individual and whole-class learning. The observer will examine evidence in the lesson plan and in artifacts supplied by the teacher. During the classroom observation, the observer should clearly see this plan implemented and be able to document evidence for it.

The Ten Instructional Elements

We have previously recommended that in order to meet more rigorous state standards, teachers use seven instructional elements more frequently—indeed, these elements should become staples of classroom instruction. These seven elements are all included in the domain of Instruction in the new Focused Model, along with three supporting elements that are often paired with the critical seven. New state standards require more clarity in the progressions of knowledge being addressed in class, more application of knowledge by students along with more and deeper inferential thinking, the creation of sound evidence for conclusions and claims, and frequent evaluation of the validity and accuracy of thinking and beliefs.

The 10 elements in the domain of Instruction are designed to scaffold learning to build these skills.*

Identifying Critical Content in the Standards articulates the responsibility of the teacher to continually use the progression of standards-based learning targets to identify accurate critical content during a lesson.

**Previewing New Content* defines the role of the teacher to engage students in previewing activities that require student to access prior knowledge as it relates to the new content.

Helping Students Elaborate on New Content describes how the teacher uses a linear sequence of increasingly complex questions that require students to think critically about the content and to make inferences about the information. Equally important, students are asked to provide evidence and support for their inferences.

Helping Students Record and Represent Knowledge is an element that is embedded in all the instructional elements in student artifacts and work. It is not scored as an individual element in the Focused Model, but is scored when considering student evidence.

**Reviewing Content* delineates the expectation for the teacher to engage students in brief reviews of content that highlight the cumulative nature of the content.

**Helping Students Practice Skills, Strategies and Processes* involves the teacher providing practice activities that help student develop fluency and alternative ways of executing procedures when the content involves a skill, strategy or process.

Helping Students Examine Similarities and Differences, is a strategy a teacher uses when presenting content that helps deepen their knowledge of the critical content by examining similarities and differences.

Helping Students Examine Their Reasoning is at the core of instructional changes explicit in the more rigorous standards. Students must produce and defend a claim or an assertion of truth by examining their own reasoning or the logic of the presented information, processes and/or procedures.

Helping Students Revise Knowledge refers to the need for students to constantly update their understanding of previous information by correcting errors and misconceptions as well as adding new information.

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing might be considered the culminating strategy of a standards-focused classroom as the 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.

**denotes elements that support the critical seven*

The Seven Conditions for Learning

Instructional practices are critical to advancing student achievement, but putting conditions for learning in place is equally important. In the Focused Model, the teacher sets conditions that have a high probability of positively affecting student achievement when correctly implemented. Both *formative assessment* and setting conditions where students are able *to track their own progress* toward learning targets have a high impact on learning. Teachers also *provide feedback and celebrate progress*. This element specifically distinguishes between giving students general praise about their behavior and giving them specific feedback to support their learning and celebrate their formative successes.

In this era of rigorous standards, where the goal is to prepare students for college and careers, students must be able to work together in groups or teams. Group work facilitates both cognitive processes and development of conative skills. Building these conative skills helps students learn to respect the opinions of others, take various perspectives, and interact responsibly. Working collaboratively and exchanging ideas helps students become aware of the power of interpretations, and helps teach them to avoid negative thinking. When *organizing students in groups to interact with content*, the skilled teacher will use multiple grouping techniques and set the expectations for roles and responsibilities, while maintaining a focus on interacting with content. Groups can also be organized to interact and process new content or to help students take a deeper dive into more complex content such as examining reasoning or generating and testing hypothesis. The effective teacher utilizes grouping strategies and processes as a basic condition for learning in the classroom.

Most educators agree that *establishing rules and procedures* is basic to creating an environment for learning. Although establishing rules falls under the scope of classroom management, we don't want to mistake this to mean that simply posting rules is enough to establish effective conditions for learning. The artful teacher acknowledges students who follow rules as well as students who do not. A classroom where the teacher puts in place routines and procedures, and where students know and follow expectations for behavior, is a classroom where learning can take place.

If we want students to learn, even teachers expert in specific content areas must use a toolkit stocked with *engagement strategies* that ask students to cognitively engage with content as a condition for learning. This category includes a wide range of techniques and strategies, including academic games, physical movement activities, friendly controversy and presenting novel and intriguing information about the content. Students have opportunities to talk about themselves and their unique cultures. Also to keep students engaged, the effective teacher must pay attention to the pace of the lesson, make crisp transitions from one activity to another, keep questions moving at an appropriate rate and demonstrate intensity and enthusiasm for the content.

Research has demonstrated the positive impact on students of teachers who genuinely care for them and let them know that they are valued (cite) In a student-centered classroom, students feel valued as their teacher *establishes and maintains effective relationships* and relates content to the lives of each student or builds student interests into lessons. In this classroom, the teacher encourages students to share their thinking and perspectives and uses student input and feedback to maintain an academic focus. The teacher discusses issues of equity and attends to the individual needs of students to ensure that the relationships in the classroom are a condition for learning.

The final condition key to creating an effective learning environment is the constant, ongoing communication that students are expected to perform at their highest level of academic success. In this classroom the teacher *communicates high expectations*, holds each student responsible for doing their work and participating in classroom activities, and makes sure each student is asked questions with the same frequency. In this classroom all students are asked complex questions with the same rate and frequency, and the teacher requires perseverance in solving problems and overcoming obstacles. Students may be apt to say, "my teacher won't let me off the hook."

The Three Professional Responsibilities

As a member of the education profession, a teacher must demonstrate professional responsibilities that ensure ethical behavior and continued growth, and contribute to the profession. These basic concepts undergird the final domain of the Focused Evaluation Model.

A basic component of professional practice is that teachers must adhere to *school and district policies and procedures*. These expected behaviors demonstrate personal integrity and ethical behavior as well as the procedural details typically found in a district's standard operating procedures or human resources management plan.

Another core professional responsibility is for a teacher to continually deepen their knowledge in content and effective instructional strategies by demonstrating a growth mindset and *maintaining expertise in content and pedagogy*. In this model, a teacher would provide evidence of participation in applicable professional development opportunities and seeking mentorship from subject area experts or mentorship from highly effective teachers. The teacher uses multiple sources of data when making instructional planning decisions to ensure continued deepening of pedagogical knowledge.

Promoting teacher leadership and collaboration and working in a school-wide culture of professional learning completes the Professional Responsibilities domain. The teacher who promotes teacher leadership serves on committees, shares expertise, works cooperatively with school personnel as well as parents and community members. This teacher demonstrates awareness and sensitivity to social, cultural, and diverse needs of students and families. Finally, being a contributing member of a professional learning community is a critical behavior in this element.

Additional Updates to the Focused Evaluation Model

Updated Protocols. In addition to reducing the number of scored elements, the Focused Model updates the language of **desired effects** for each element to support evidence of student learning. These desired effects are included on the protocol for each element for quick reference. The protocols also now include a non-scored

section to assist teachers and observers with Techniques for Monitoring. Additionally, observers and teachers may take advantage of an increased number of sample teacher and student evidences that align with standards-based teaching and learning. See full protocols in the Appendix.

6. Process for Classroom Observations

Conducting Standards-Based Observations with the Marzano Focused Teacher Evaluation Model

What is a standards-based observation?

Observations within the Marzano Focused Teacher Evaluation Model are always standards-based. The observer conducts a strategy session with the teacher prior to the classroom observation, during which they discuss the teacher's standards-based plan for the lesson to be observed. In collaboration with the teacher, the observer ensures that the plan exhibits a focus on the essential standards, including a scale with learning targets that build to the level of rigor required by the standard; that the plan incorporates resources aligned to the standard; and that it incorporates techniques to close the achievement gap using data. Once this plan has been strategized and agreed upon, the observer visits the classroom to see the plan in action. The observer looks for specific elements and techniques discussed in the plan, observes how and when the teacher monitors for evidence of learning, and notes any adaptations the teacher makes. We recommend observation of the full lesson. If a full lesson is not possible, the teacher provides evidence of student learning (artifacts, data, etc.) subsequent to the observation.

The 5-Step Process for the Classroom Observation

Step 1—What do I need to know before I begin a classroom observation?

- The observer must understand the constructs of the elements that identify the Conditions for Learning and Instruction that a teacher implements in a classroom, and the expected desired effect or desired outcome of each element.
- These 17 elements are practical, research-based, and are correlated with improved student achievement. The elements will always be found at the top of each protocol or iObservation screen.

Step 2—What am I "seeing" when I observe a teacher?

- Before making any decisions, observe the teacher in action, then select an element to score and move to the Example Teacher Instructional Techniques box.
- Scroll through the menu and check any techniques that the teacher is implementing.
- If the teacher is using the technique correctly, the observer can move to the scale and indicate a Level 2.

Step 3—What technique or techniques does the teacher use to monitor for the desired effect/outcome?

- This step concerns teacher techniques for monitoring for student learning as a result of using an Instruction element, or monitoring to determine if implementing a Conditions for Learning element produces the desired effect or desired outcome.
- After identifying the element from Instruction or Conditions, how does the teacher monitor to determine if students are learning or changing their behavior?
- Observe the teacher and check the box for any monitoring technique that is implemented. If observing Conditions, the observer monitors student behaviors and quickly notes how many students demonstrate the desired effect or desired outcome. (We could leave out conditions for this step)
- Note—the use of a monitoring technique does not change the teacher's rating on the scale. However, it is the bridge for moving from a 2, to a 3, and ultimately a 4 (see Step 4, below).

Step 4—What percent of students demonstrate achievement of the desired effect at the appropriate level of the target?

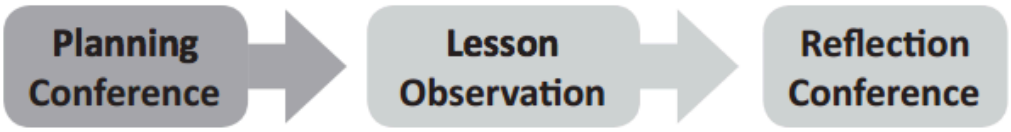
- Step 4 is directly connected to Step 3, but it transitions from a focus on *teacher action* to a focus on *the student and student work*. At this point, the teacher is monitoring to determine if students are learning. The observer moves to the Example Student Evidence box, and checks the applicable boxes based on observed student evidence.
- The critical step is to determine *the number of students* who achieve the desired effect or desired outcome. The observer must examine student work to determine: a) if the work is at the correct level of the target; and b) the number of students who demonstrate the desired effect or outcome.
- At this point, the observer moves to the scale. If less than half the class exhibits the desired effect, the score remains a 2. If 51% -90% demonstrate the desired effect, the teacher earns a 3 on the scale. If more than 90% show the desired effect, at the appropriate level of the target, then the score moves to a Level 4.
- If the teacher does not earn a 3 or 4 on the scale, the observer moves to step 5.

Step 5—After monitoring student evidence and determining the number of students who demonstrate the desired effect, does the teacher make an adaption?

- The observer moves to this step if the teacher monitors student evidence and notes that less than 90% of the students are demonstrating the desired outcome.
- If the teacher makes an adaptation, continues to monitor student evidence, and confirms that 90% of students achieve the desired outcome, the observer moves the teacher's score to a 4.
- If the outcome remains less than 90%, the score remains at 3, or if less than 50%, at level 2.

Types of Observations

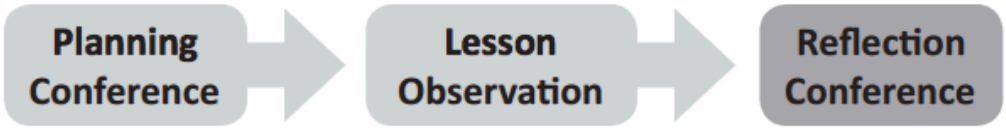
	Announced	Unannounced
Formal	• Class Period • Pre-Conference • Post-Conference • Results used for annual evaluation • Written feedback provided to the teacher	
Informal	• At least 10 minutes long • Teacher is informed • Results used for the annual evaluation • May include written feedback	• At least 10 minutes long • Teacher is not informed • Results are used for the annual evaluation • May include written feedback
Targeted	• Usually 5-10 minutes • Planned so feedback for a single element can be given • Used for Deliberate Practice	
Walkthroughs		• Usually 3-10 minutes • Teacher is not informed • Results may be used for the annual evaluation



PLANNING CONFERENCE

Purpose: To discuss lesson that will be observed

Tips
• Planning conference should be scheduled • Set expectations including what forms and documents should be brought to conference *(Forms should be provided to the teacher before the conference)* • Both observer and teacher should have a clear understanding of the planned unit and lesson to be observed • Prepare responses and questions ahead of time *(Teacher can prepare responses ahead of time; Observer can prepare questions ahead of time)* Note: If possible, conduct the conference in the teacher's classroom.
Observer Role
• Clarify expectations with regard to the process • Promote dialogue about teaching and learning • Question, probe, and clarify • Gain as much information prior to the observation as possible • Identify elements both the observer and teacher have determined to be the focus of the observation • Discuss Domain 2 elements not readily observable
Teacher Role
• Participate in a dialogue about teaching and learning • Brief the administrator about the makeup of the classroom, (e.g. individual needs, levels, abilities, and special needs) • Identify the goals, instructional strategies, and assessment processes that will be used • Explain how their collegial relationships impact planning and teaching of lessons and units • Revise the upcoming lesson based on the conversation



REFLECTION CONFERENCE

Purpose: To discuss observed lesson, related documents, and student work/data from the lesson and to plan for future practice

Tips
• Before the conference, observer should provide and review documents that will be used and expectations for teachers • Observer should explain that the conference and the documents used will be a method to document elements in Domains 3 and 4 • Reflection conference should be completed soon after the observation • Observer should make sure to help the teacher see next steps as a result of the formal observation cycle • Prepare responses and questions ahead of time
Observer Role
• Clarify expectations regarding the process • Probe, clarify, question, affirm • Model a reflection process to include insights made by the observer • Help the teacher summarize their lesson • Help the teacher consider the impact of the lesson on student learning • Help the teacher consider future adjustments • Help identify supports (mentors) for areas of improvement as well as areas of expertise
Teacher Role
• Summarize the lesson (e.g. what worked well, what could be improved) • Identify the impact of the lesson on student learning • Share evidence of student learning • Identify new insights, potential adjustments

7. Training Plan for Evaluators and Observers

(Please see district attachment)

8. Resource

Paper: The Marzano Focused Teacher Evaluation Model, 2017.
http://www.marzanocenter.com/Teacher-Evaluation/white-paper-focused-existing/

9. Appendix: Full Protocols for the 2017 Marzano Focused Teacher Evaluation Model

The Marzano Focused Teacher Evaluation Model

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

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

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and					

Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

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

Planning Standards-Based Lessons/Units

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

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

Planning Evidence (Check all that apply)

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

Example Implementation Evidence (Check all that apply)

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing

lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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

Aligning Resources to Standard(s)

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

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

Planning Evidence (Check all that apply)

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

Example Implementation Evidence (Check all that apply)

- ☐ Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- ☐ Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs

- Wikis
- Discussion boards

☐ Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
☐ Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
☐ Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
☐ Planned resources include those specific to students' culture
☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

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

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence (Check all that apply)

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

Example Implementation Evidence (Check all that apply)

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

- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

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

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Previewing New Content

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Process New Content

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Questions to Help Students Elaborate on Content

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Reviewing Content

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Similarities and Differences

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Their Reasoning

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

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

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking

- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Revise Knowledge

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

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

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Ask students to state or record how hard they tried
- ☐ Ask students to state or record what they might have done to enhance their learning
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions

of previous content
- ☐ Prompt students to summarize and defend how their understanding has changed
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- ☐ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Engage in Cognitively Complex Tasks

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

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

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing

- A proposition
- A proposed theory
- A hypothesis

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

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Formative Assessment to Track Progress

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work. Check all that apply.)

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Providing Feedback and Celebrating Progress

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

- ☐ Ensure celebrations involve culturally relevant components
- ☐ Ask students to explain how they use feedback
- ☐ Ask students how celebrations encourage them to continue learning

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Organizing Students to Interact with Content

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

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

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Provide guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

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

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Establishing and Acknowledging Adherence to Rules and Procedures

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

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

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups

- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Using Engagement Strategies

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

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

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

Example Adaptations a teacher can make after monitoring student evidence and determining how

many students demonstrate the desired effect (Check all that apply)

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

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

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

Example Teacher Instructional Techniques (Check all that apply)

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

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Communicating High Expectations for Each Student to Close the Achievement Gap

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

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

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Provide students with strategies to avoid negative thinking about one's thoughts and actions
- ☐ Ask questions of each student at the same rate and frequency
- ☐ Ask complex questions of each student that require conclusions at the same rate and frequency
- ☐ Rephrase questions for each student when they provide an incorrect answer
- ☐ Probe each student to provide evidence of their conclusions
- ☐ Ask each student to examine the sources of their evidence
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Probe each student to further explain their answers when they are incorrect
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

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

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

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

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Adhering to School/District Policies and Procedures

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

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

Example Teacher Evidence (Check all that apply)

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy

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

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

Example Teacher Evidence (Check all that apply)

- ☐ Participates in professional development opportunities
- ☐ Demonstrates content expertise and knowledge in the classroom
- ☐ Seeks mentorship from subject area experts
- ☐ Seeks mentorship from highly effective teachers
- ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrates a growth mindset and/or seeks feedback
- ☐ Implements a deliberate practice or professional growth plan

- ☐ Seeks innovative ways to improve student achievement
- ☐ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness
- ☐ Uses formative and summative data to make instructional planning decisions
- ☐ Teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

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

Promoting Teacher Leadership and Collaboration

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

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

Example Teacher Evidence (Check all that apply)

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

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of	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	Helps others by sharing evidence of how to promote teacher leadership and

collaboration.			of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	a culture of collaboration.