Staff Performance Evaluation Plan Submission Coversheet

SY 2021-22

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name:	School City of Hobart
School Corporation Number:	4730
Evaluation Plan Website Link:	https://www.hobart.k12.in.us/Page/10125

For the 2021-2022 School Year, we have adopted the following Evaluation Model:

☐ The System for Teacher and Student Advancement (TAP)

☐ The Peer Assistance and Review Teacher Evaluation System (PAR)

☐ RISE State Model

☐ Locally Developed Plan

☒ Other: Marzano Focused Evaluation Model

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:

Once completed, please **upload this coversheet to DOE Online under Legal Assurance 12 by Friday, September 17.** If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this coversheet as a single PDF.

Annual Evaluations			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate **all** certificated employees, including teachers, administrators, counselors, principals and superintendents	1 Appendix A

Rigorous Measures of Effectiveness			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	● Observation rubrics - for **all** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator ● Other measures used for evaluations (*e.g.,* surveys)	1-5 Appendix A

Designation in Rating Category			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	● Definition of performance categories ● Summative scoring process that yields placement into each performance category	3-4
☐ A definition of negative impact for certificated staff ☐ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	● Definition of **negative impact** on student growth for all certificated staff ● Description of the process for modifying a final summative rating for negative growth	1, 4
☐ All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	● Summative scoring process that yields placement into each performance category ● Weighting (broken down by percentage) of all evaluation components	1-5

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Evaluation Feedback

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	● Process and timeline for delivering feedback on evaluations ● Process for linking evaluation results with professional development	4-5

Evaluation Plan Discussion

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Evaluation Plan must be in writing and explained before the evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	● Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted ● Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	5

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	● Description of ongoing evaluator training ● Description of who will serve as evaluators ● Process for determining evaluators	5
☐ Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	● Description of who will serve as evaluators ● Process for determining evaluators	N/A
☐ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	● Description of ongoing evaluator training	5

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	● System for delivering summative evaluation results to employees	5-6
☐ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	● Remediation plan creation and timeframe ● Process for linking evaluation results with professional development	5-6
☐ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	● Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	5-6
☐ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	● Process for teachers rated as ineffective to request conference with superintendent	5-6

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	● Process for ensuring students do not receive instruction from ineffective teachers two years in a row	6
☐ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	● Description of how parents will be informed of the situation	6

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

School City of Hobart

Evaluation Plan 2021-2022

Evaluation improves teaching and as a result improves student learning.

1. **Annual Evaluation**
   The School City of Hobart use the Marzano Focused Models for all certified staff members. See Appendix A. Marzano Models include:
   a. Marzano Focused Teacher Evaluation Model
   b. Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model
   c. Professional School Counselor Effectiveness Rubric
   d. Marzano School Leader Evaluation Model
   e. Marzano District Leader Evaluation Model

2. **Objective Measures of Student Achievement and Growth**
   a. **Objective measures of student achievement and growth significantly inform all certificated employees evaluations.**

Certified	Teachers	Counselors	Administrators
	Instructional Practice = 80% College and Career Ready (CCR) Portfolio = 20%	Instructional Practice = 80% College and Career Ready (CCR) Portfolio = 20%	Instructional Practice = 80% Average Portfolio Score of Teachers = 20%: 3.5 - 4.0 = 4 3.0 - 3.49 = 3 2.0 - 2.99 =2 1.0 – 1.99 =1 0 - .99 = Negative Impact
Student Achievement and Growth Defined	• CCR Portfolio ◦ Kuder Galaxy/Naviance/Indiana Career Explorer Curriculum, ASCA Goals and Indiana DWD Goals 90-100% Completed (Counselors) Student , Career Finder and Graduation Plans. Completed Percentages: ▪ 90-100 = 4 ▪ 80-89 =3 ▪ 70-79 =2 ▪ 60-69 =1 ▪ 59 or lower = Negative Impact ◦ Digital Portfolio Student Submissions Completed (Teachers): Student Completed Percentages of artifacts submitted: ▪ 90-100 = 4 ▪ 80-89 =3 ▪ 70-79 =2 ▪ 60-69 =1 ▪ 59 or lower = Negative Impact		

The overall teacher effectiveness rating is based on 80% Professional Practice from the 4 Domains and 20% on Student Achievement and Growth. Administrators and the Superintendent also will be assessed with 20% on Student Achievement and Growth.

The score for effectiveness will be as follows:

- o Highly Effective: 3.5-4.0
- o Effective: 2.5-3.49
- o Needs Improvement: 1.75-2.49
- o Ineffective: 0.0-1.74

3. **Rigorous Measures of Effectiveness**

Rigorous measures of effectiveness, including observations and other performance indicators

a. Evidence to determine a teacher's effectiveness rating comes from the following categories.

- Professional Practice (Instructional Practice) – See Appendix A.
- Student Achievement and Growth

A description of each category follows.

Professional Practice (Instructional Practice)

- Professional Practice consists of the four domains from the Marzano Focused Teacher Evaluation Model through iObservation: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities. Evidence is collected through classroom observations, observations outside the classroom, and artifacts. A minimum of two formal observations will be completed each school year. Additional observations can be conducted as deemed necessary.

Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Standards-Based Instruction

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Conditions for Learning

- 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

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

Informal/Formal Classroom Observations

Informal classroom observations are unscheduled and inform the effectiveness rating. The observer will be in the classroom collecting evidence of instructional practice. During the observation the observer can collect student and teacher evidence for any of the elements of the evaluation model. After the observation,

observers may request artifacts and/or schedule a time to meet. Teachers will view the evidence collected and may request evidence be added or removed. The observer will review the request and make a determination.

Observations outside the classroom
Teachers can be observed in settings outside the classroom setting. Examples of observations outside the classroom setting can include a teacher mentoring another teacher, a teacher receiving mentoring, participation in professional learning communities, staff meetings, or parent meetings.

Artifacts
To glean a better understanding of the breadth and depth of a teacher's work, artifacts can be submitted by the teacher or requested by the observer/evaluator conveying the range of classroom strategies and behaviors, planning and preparation, reflecting on teaching, or demonstrating collegiality and professionalism. Artifacts can include but are not limited to, lesson plans, assignments, scoring rubrics, student work, reflections, meeting agendas and minutes, documented improvement plan and monitoring, documentation of professional development attended or delivered, documentation of adherence to corporation and school rules and procedures, and documentation of participation in corporation and school initiatives.

CCR Portfolio

- o Kuder Galaxy/Naviance/Indiana Career Explorer Curriculum, ASCA Goals and Indiana DWD Goals 90-100% Completed (Counselors)
  Student , Career Finder and Graduation Plans. Completed Percentages:
    - 90-100 = 4
    - 80-89 =3
    - 70-79 =2
    - 60-69 =1
    - 59 or lower = Negative Impact
- o Digital Portfolio Student Submissions Completed (Teachers):
  Student Completed Percentages of artifacts submitted:
    - 90-100 = 4
    - 80-89 =3
    - 70-79 =2
    - 60-69 =1
    - 59 or lower = Negative Impact

b. Student Achievement and Growth
The overall determination for Student Achievement and Growth will be determined for all teachers, principals, and superintendent are as follows:

4. **Designation in Rating Category**
   a. **A summative rating as either highly effective, effective, improvement necessary, or ineffective**
   b. **A final summating rating modification if and when a teacher negatively affects student growth**
   c. **All evaluation components, including but not limited to student achievement data and observation results, factored into the final summative rating**

Certified	Teachers	Counselors	Administrators
	Instructional Practice = 80% College and Career Ready (CCR) Portfolio = 20%	Instructional Practice = 80% College and Career Ready (CCR) Portfolio = 20%	Instructional Practice = 80% Average Portfolio Score of Teachers = 20%: 3.5 - 4.0 = 4 3.0 - 3.49 = 3

			2.0 - 2.99 =2 1.0 – 1.99 =1 0 - .99 = Negative Impact

Scoring in iObservation

After all informal and formal observations for the semester are completed, element scores will be averaged for each domain, with scores at *Innovating* receiving 4 points, *Applying* 3 points, *Developing* 2 points, *Beginning* 1 point, and *Not Using* 0 points. Domains are weighted to emphasize Classroom Strategies and Behaviors.

- o Domain weights in **iObservation** will be as follows:
    - Standards-Based Planning – 13%
    - Standards-Based Instruction – 44%
    - Conditions for Learning – 30%
    - Professional Responsibilities – 13%

- o Scores for effectiveness rating are listed below:
    - Highly Effective: 3.5-4.0
    - Effective: 2.5-3.49
    - Needs Improvement: 1.75-2.49
    - Ineffective: 0.0-1.74
- o Note: There is no "quota" or expectation that a given number of teachers will be scored in any given category!

A teacher will receive a tentative final evaluation rating and evidence prior to the evaluation conference with the Principal. The evaluator will meet with the employee within seven business days to discuss the evaluation. During the conference, the evaluator shall review the rating and evidence with the teacher and provide the teacher time to respond with additional evidence and questions.

Following the evaluation conference, the evaluator shall validate the rating or modify the rating based on additional evidence and information from the evaluation conference within seven business days. Teachers have access to the evaluation in iObservation. The teacher may reply, in writing, within 10 business days if desired. Such replies shall be included in personnel records along with the completed evaluation. The final evaluation for the year will be provided following the inclusion of the school report card.

Note: Teachers rated ineffective may request a private meeting with the Superintendent within 10 business days of receipt of the final evaluation copy.

Portfolio submission review will be done and assessed by the end of the school year.

Per Indiana Code 20-28-11.5-4(c)(6)*): Teachers who negatively affect student achievement and growth cannot receive a rating of highly effective or effective*. These teachers will have their summative rating drop to Needs Improvement.

5. **Evaluation Feedback**
   a. **Recommendations for improvement and the time in which improvement is expected**
   Any time during a school year there may be administrative concerns about a teacher in the elements of professional practice including classroom strategies and behaviors, planning and preparing, reflecting on teaching, and collegiality and professionalism; or student achievement and growth. To address concerns, an intervention/improvement plan will be implemented immediately and results will inform the effectiveness the rating.

When a concern is identified, an Intervention Conference will convene. The teacher and administrator will meet to review the concern. The administrator will state the concern and supporting evidence and provide time for the teacher to respond. If deemed appropriate, an intervention plan will be implemented to address the concern. An intervention plan will include goals, strategies, evidence needed and timeline, including a progress monitoring conference schedule. Evidence of goal attainment can include but is not limited to classroom observations, student achievement and growth data, observations outside the classroom, and artifacts. Per IC 20-20-11.5-6(b), *the remediation plan shall be not more than 90 days in length to correct the deficiencies noted in the evaluation.* Professional Development opportunities tied to the teacher goal will carry professional growth points for teacher renewal.

6. **Evaluation Plan Discussion**
   a. **Evaluation plan must be in writing and explained prior to conducting evaluations**
      Discussion with the teacher's association will be held annually.
7. **Evaluators**
   a. **Only individuals who have received training and support in evaluation skills may evaluate certificated employees**
   b. **Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities.**
   c. **All evaluators receive training and support in their evaluation skills**

   Observers include administrators and certified staff who have been approved by the Superintendent or designee. Observers must be trained in Dr. Robert Marzano's Focused Teacher Evaluation Model by trainers of the model. Administrators will complete Assessment Fidelity course work.

8. **Feedback and Remediation Plans**
   a. **All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation**
   b. **Remediation plans are assigned to teachers rated as ineffective or improvement necessary**
   c. **Remediation plans include the use of employee's license renewal credits**
   d. **Means by which teachers rated as ineffective can request a private conference with the superintendent.**

Following the evaluation conference, the evaluator shall validate the rating or modify the rating based on additional evidence and information from the evaluation conference within seven business days. Teachers have access to the evaluation in iObservation. The teacher may reply, in writing, within 10 business days if desired. Such replies shall be included in personnel records along with the completed evaluation. The final evaluation for the year will be provided following the inclusion of the CCR Portfolio.

Note: Teachers rated ineffective may request a private meeting with the Superintendent within 10 business days of receipt of the final evaluation copy.

Any time during a school year there may be administrative concerns about a teacher in the elements of professional practice including classroom strategies and behaviors, planning and preparing, reflecting on teaching, and collegiality and professionalism; or student achievement and growth. To address concerns, an intervention/improvement plan will be implemented immediately and results will inform the effectiveness the rating

When a concern is identified, an Intervention Conference will convene. The teacher and administrator will meet to review the concern. The administrator will state the concern and supporting evidence and provide time for the teacher to respond. If deemed appropriate, an intervention plan will be implemented to address the concern. An intervention plan will include goals, strategies, evidence needed and timeline, including a progress monitoring conference schedule. Evidence of goal attainment can include but is not limited to classroom observations, student achievement and growth data, observations outside the classroom, and artifacts. Per IC 20-20-11.5-6(b), *the remediation plan shall be not more than 90 days in length to correct the deficiencies noted in the evaluation.* Professional Development opportunities tied to the teacher goal will carry professional

growth points for teacher renewal.

9. **Instruction Delivered by Teachers Rated Ineffective**
   a. **The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective**
   b. **The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.**

To avoid situations where a student would be instructed for two consecutive years by two ineffective teachers, the Principal will review student lists and identify those who were instructed by an ineffective teacher. The identified student(s) will be placed in the classroom of a teacher who has not received an ineffective rating the previous year.

In the event a student is placed in the classroom of a teacher who has been rated ineffective for the second year in a row, the parents will be informed in a certified manner before the school year begins.

Appendix A

LEARNING MAP, SCALES AND EVIDENCES

for the MARZANO FOCUSED
TEACHER EVALUATION MODEL

Prepared by
Learning Sciences Marzano Center

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STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

STANDARDS-BASED INSTRUCTION

- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

CONDITIONS FOR LEARNING

- 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

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

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					

DEFINITIONS OF EQUITY, ACCESS, AND SEL

EQUITY AND ACCESS

Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances – for example gender, socio-economic status or ethnic origin – should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure (OECD 2008).

SOCIAL EMOTIONAL LEARNING (SEL)

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL 2019).

SPECIAL EDUCATION IN EQUITY AND ACCESS

The U.S. Department of Education today made available to the public final regulations under Part B of the Individuals with Disabilities Education Act (IDEA), aimed at promoting equity by targeting widespread disparities in the treatment of students of color with disabilities. The regulations will address a number of issues related to significant disproportionality in the identification, placement, and discipline of students with disabilities based on race or ethnicity (Ed.gov, 2016).

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

Planning Evidence – Equity, Access, SEL (Check all that apply)

- ☐ 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
- ☐ 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)

Example Implementation Evidence – Equity, Access, SEL (Check all that apply)

- ☐ 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

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

Aligning Resources to Standard(s)

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

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

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

Planning Evidence – Equity, Access, SEL (Check all that apply)
- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)

Example Implementation Evidence (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
- ☐ 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)

Example Implementation Evidence – Equity, Access, SEL (Check all that apply)
- ☐ Planned resources include those specific to students' culture

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 include potential instructional adjustments that could be made based on student evidence/data
- ☐ 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

Planning Evidence – Equity, Access, SEL (Check all that apply)

- ☐ 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 take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ 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 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.)

Example Implementation Evidence (Check all that apply)

- ☐ 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)

Example Implementation Evidence – Equity, Access, SEL (Check all that apply)

- ☐ 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 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 students who appear to have little support for schooling

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

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ 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

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ 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
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Instructional Techniques - Equity, Access, SEL (Check all that apply)

- ☐ Use cultural resources to facilitate students making a link from what they know to the new content

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 Student Evidence of Desired Effect – Equity, Access, SEL
N/A

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
- ☐ 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 Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ 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

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 Student Evidence of Desired Effect – Equity, Access, SEL
N/A

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 Instructional Techniques – Equity, Access, SEL (Check all that apply)
N/A

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 Student Evidence of Desired Effect – Equity, Access, SEL
N/A

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 Instructional Techniques – Equity, Access, SEL (Check all that apply)
N/A

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 Student Evidence of Desired Effect – Equity, Access, SEL
N/A

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

☐ Reteach or use a new teacher technique   ☐ Modify task
☐ Reorganize groups   ☐ Provide additional resources
☐ 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.	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 Instructional Techniques – Equity, Access, SEL (Check all that apply)
N/A

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.)

- ☐ 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
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Student Evidence of Desired Effect – Equity, Access, SEL (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
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions

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 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 Instructional Techniques – Equity, Access, SEL (Check all that apply)
- ☐ Use culturally relevant activities to help students examine 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 indicate students have used digital and traditional resources to support examination of similarities and differences

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)
- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate

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 summarize new insights resulting from analysis of multiple texts/resources
- ☐ 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

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)
- ☐ 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 examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ 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
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives

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	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	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.	at the taxonomy level of the critical content.	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)

- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ 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

Example Teacher Instructional Technique – Equity, Access, SEL (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
- ☐ Prompt students to summarize and defend how their understanding has changed
- ☐ 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
- ☐ 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
- ☐ Revisions demonstrate alternative ways to execute procedures
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)
- ☐ Explain what they could have done to enhance their learning
- ☐ Actions and reflections display a growth mindset
- ☐ Explain previous errors or misconceptions about 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	☐ Modify task
☐ Utilize peer resources	☐ 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
- ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)
- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle
- ☐ 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
- ☐ 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 Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)
- ☐ Precisely explain perseverance with the task with reasoning and conclusions

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)

- ☐ 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

Example Teacher Instructional Techniques – Equity, Access, SEL (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
- ☐ 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
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- ☐ 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
- ☐ 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

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Celebrate as groups make progress toward learning targets
- ☐ 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 development of mathematical practices
- ☐ Use feedback to revise or update work to help meet their learning target

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
- ☐ Initiate celebration of individual success, group success, and that of the whole class
- ☐ 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
- ☐ 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 Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ 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

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
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Explain individual student and/or group thinking about the content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ 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
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions 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)

- ☐ 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
- ☐ 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 Teacher Instructional Techniques – Equity, Access, SEL (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
- ☐ Consistently exhibit "withitness" behaviors

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
- ☐ Recognize that the teacher is aware of their behavior
- ☐ 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 Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ 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

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
- ☐ Present unusual or intriguing information about the content

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)

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
- ☐ 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 Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Self-regulate engagement and engagement 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)

- ☐ 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)

- ☐ Compliment students regarding academic and personal accomplishments
- ☐ 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

Example Teacher Instructional Techniques – Equity, Access, SEL (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)
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ 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.)

- ☐ Contribute to a positive classroom community through interactions with peers

Example Student Evidence of Desired Effect – Equity, Access, SEL (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

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)

☐ Ask each student to examine the sources of their evidence

Example Teacher Instructional Techniques – Equity, Access, SEL (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
☐ 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.)

☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"

Example Student Evidence of Desired Effect – Equity, Access, SEL (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 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.)
- ☐ Demonstrates personal integrity and ethics
- ☐ Uses social media appropriately

Example Teacher Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Maintains confidentiality of colleagues, students, and families
- ☐ Advocates for equality for each student

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
- ☐ 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
- ☐ 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

Example Teacher Evidence – Equity, Access, SEL (Check all that apply)

- ☐ 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)
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness

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
☐ 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
☐ Seeks a role and participates in Professional Learning Community meetings
☐ Serves as a student advocate in the classroom, school, and community
☐ Serves on school and district-level committees
☐ Works to achieve school and district improvement goals

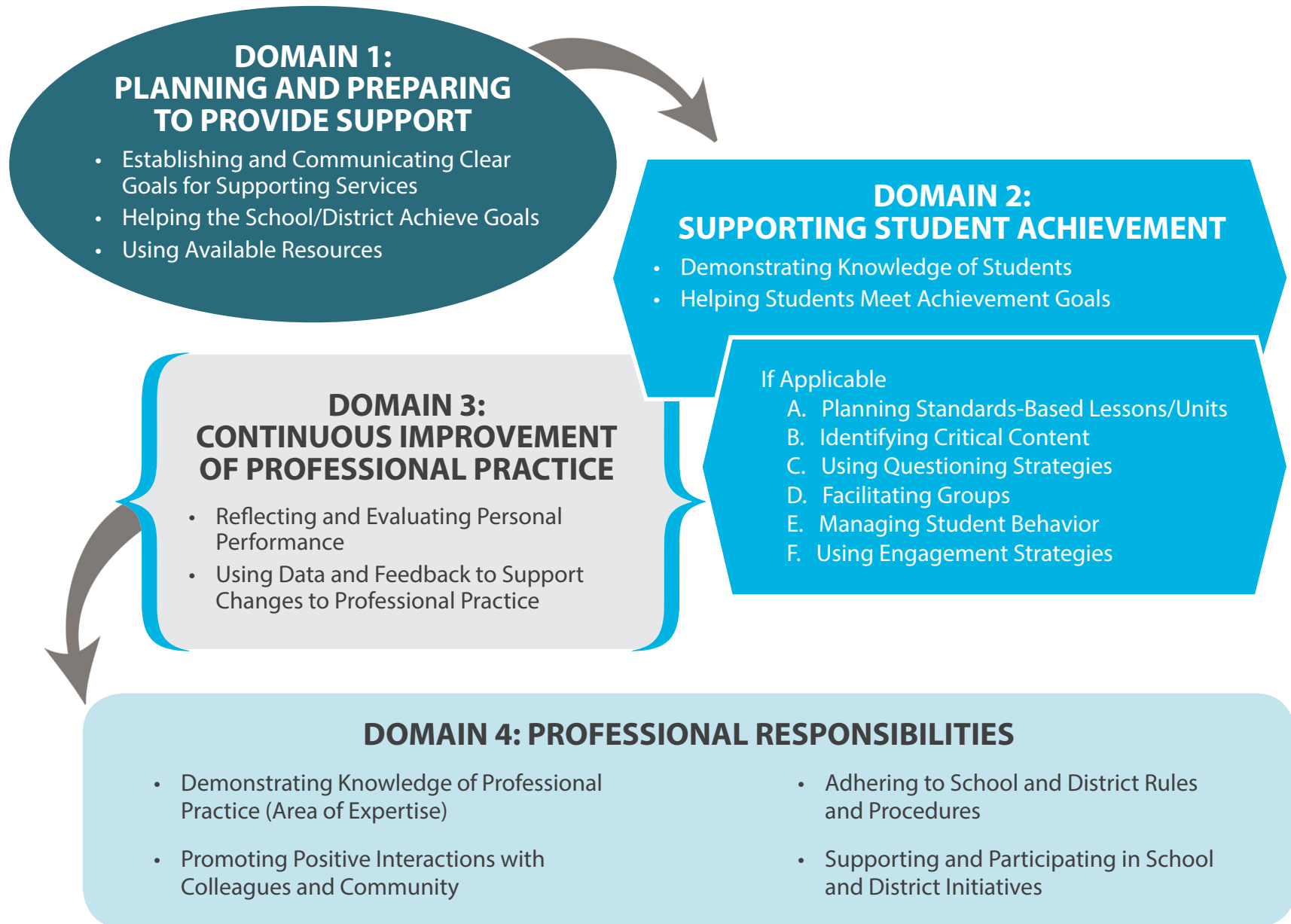**Example Teacher Evidence – Equity, Access, SEL** (Check all that apply)

☐ Accesses available expertise and resources to support students' learning needs
☐ 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
☐ Participates in school and community activities as appropriate to support students and families

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Learning Sciences
MARZANO
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SUCCESS MAP, SCALES AND EVIDENCES

for the MARZANO FOCUSED
NON-CLASSROOM INSTRUCTIONAL SUPPORT
PERSONNEL EVALUATION MODEL

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Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

DOMAIN 1:
PLANNING AND PREPARING TO PROVIDE SUPPORT

- Establishing and Communicating Clear Goals for Supporting Services
- Helping the School/District Achieve Goals
- Using Available Resources

DOMAIN 2:
SUPPORTING STUDENT ACHIEVEMENT

- Demonstrating Knowledge of Students
- Helping Students Meet Achievement Goals

If Applicable
  A. Planning Standards-Based Lessons/Units
  B. Identifying Critical Content
  C. Using Questioning Strategies
  D. Facilitating Groups
  E. Managing Student Behavior
  F. Using Engagement Strategies

DOMAIN 3:
CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

- Reflecting and Evaluating Personal Performance
- Using Data and Feedback to Support Changes to Professional Practice

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- Demonstrating Knowledge of Professional Practice (Area of Expertise)
- Promoting Positive Interactions with Colleagues and Community
- Adhering to School and District Rules and Procedures
- Supporting and Participating in School and District Initiatives

Marzano Focused Non-Classroom
Instructional Support Personnel Evaluation Model

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					

If Applicable

	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Identifying Critical Content					
Using Questioning Strategies					
Facilitating Groups					
Managing Student Behavior					
Using Engagement Strategies					

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROFESSIONAL RESPONSIBILITES

	0	1	2	3	4
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Desired Effect: School/district knows the supporting services provided by the instructional support member.
Example Instructional Support Member Evidence (Check all that apply) ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals ☐ Communicates goals to appropriate school or district personnel ☐ References and updates goals and plan for support throughout the year ☐ Goals confirm knowledge consistent with professional area of responsibility ☐ Supporting services demonstrate knowledge of human growth and development ☐ Data are used in the planning and goal setting process ☐ Elicits input from school regarding needed services and support ☐ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services
Example Implementation Evidence (Check all that apply) ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district ☐ Explains how goals support and align with school and/or district goals. ☐ Explains how data were used to establish goals ☐ Explains how their actions and/or activities relate to the goals ☐ Artifacts support clear communication of goals

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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 and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *and* monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Helping the School/District Achieve Goals

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

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

Example Instructional Support Member Evidence (Check all that apply)

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

Example Implementation Evidence (Check all that apply)

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

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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 expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals *and* monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Using Available Resources

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

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

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Resources are identified and reflected in planning documents
- ☐ Resources are used to enhance the implementation of goals for supporting services
- ☐ Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- ☐ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- ☐ Data are used as a resource when planning support
- ☐ Resources are used appropriately to support the school/district
- ☐ Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)

Example Implementation Evidence (Check all that apply)

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

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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.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district *and* monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students
Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.
Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.
Example Instructional Support Member Evidence (Check all that apply) ☐ Identifies students with unique needs ☐ Communicates expectation for each student to be successful ☐ Advocates for students who need accommodations and/or modifications to the curriculum ☐ Seeks appropriate services to help students with unique needs ☐ Identifies families to assist with learning how to plan and advocate for their student ☐ Collaborates with other school personnel to help students with unique needs to meet achievement goals ☐ Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds ☐ Extinguishes negative comments about students with unique needs, interests, and/or backgrounds ☐ Demonstrates knowledge of human growth and development ☐ Recognizes and addresses student needs and interests during interactions ☐ Identifies equity issues for students (when appropriate) ☐ Helps students learn how to become self-advocates
Example Implementation Evidence (Check all that apply) ☐ Provides appropriate services to help students with unique needs ☐ Assists families in learning to plan and advocate for their student ☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs ☐ Artifacts support identification of students who need special assistance ☐ Explains how accommodations and/or modifications help address the unique needs of students ☐ Artifacts demonstrate support of individual students to meet achievement goals ☐ Artifacts reveal that students receive appropriate modifications or accommodations ☐ Actively addresses equity issues for students (when appropriate) ☐ Students identify the instructional support member as one who advocates for them ☐ Artifacts demonstrate students act as self-advocates ☐ Explains how knowledge of the unique needs of students helps support students in achievement of their goals

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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.	Demonstrates knowledge of the unique needs of students in the school/district.	Demonstrates knowledge of the unique needs of students in the school/district *and* monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Helping Students Meet Achievement Goals

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

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

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Identifies students who need help meeting achievement goals
- ☐ Advocates for students who need assistance gaining access to critical curriculum
- ☐ Provides plans and/or artifacts of helping remove barriers for the benefit of students
- ☐ Assists families in learning how to plan and advocate for their student
- ☐ Assists families in learning to identify the barriers
- ☐ Collaborates with other school personnel to help students meet achievement goals
- ☐ Behaviors indicate value and respect for students who may have barriers to achieving goals
- ☐ Extinguishes negative comments about students who have barriers to achieving goals
- ☐ Sets high expectations for each student
- ☐ Communicates with families about how to help their students remove barriers

Example Implementation Evidence (Check all that apply)

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

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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 ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *and* monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

If Applicable

A. Planning Standards-Based Lessons/Units
Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
Desired Effect: Instructional support member provides evidence of implementing lessons/units 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)

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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.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, the instructional support member/teacher 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.

B. Identifying Critical Content

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

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

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)
- ☐ Begins the lesson or activity by explaining why upcoming content is important
- ☐ Accurately identifies critical content
- ☐ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- ☐ Cues the importance of upcoming content in some direct and/or indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement
  - Marker technique

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

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

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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.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence.

C. Using Questioning Strategies

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

Desired Effect: Students accurately elaborate on content.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

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

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

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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.	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 students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

D. Facilitating Groups

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

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

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

☐ Establishes routines for student grouping and interaction for the expressed purpose of processing content
☐ Provides guidance regarding group interactions and critiquing the reasoning of others
☐ Provides guidance on one or more cognitive skills appropriate for the lesson
☐ Utilizes assignments or tasks at the appropriate taxonomy level of content
☐ Provides 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
☐ Organizes students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
☐ Uses various group processes and activities to reflect the taxonomy level of the learning targets

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

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

E. Managing Student Behavior

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

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

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Involves students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teaches student self-regulation strategies
- ☐ Uses classroom meetings to review and process rules and procedures to ensure equity
- ☐ Reminds students of rules and procedures
- ☐ Asks students to restate or explain rules and procedures
- ☐ Provides cues or signals when a rule or procedure should be used
- ☐ Physically occupies all quadrants of the room
- ☐ Scans the entire room, making eye contact with each student
- ☐ Recognizes potential sources of disruption and deal with them immediately
- ☐ Proactively addresses inflammatory situations
- ☐ Consistently exhibits "withitness" behaviors
- ☐ Recognizes and/or acknowledge students or groups who follow rules and procedures
- ☐ Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

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

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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.

F. Using Engagement Strategies

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

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

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Takes action or uses specific strategies to re-engage students
- ☐ Uses academic games
- ☐ Manages response rates
- ☐ Uses physical movement
- ☐ Maintains a lively pace
- ☐ Uses crisp transitions from one activity to another
- ☐ Demonstrates intensity and enthusiasm for the content
- ☐ Uses friendly controversy
- ☐ Provides opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Presents unusual or intriguing information about the content

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

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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.

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance
Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.
Example Instructional Support Member Evidence (Check all that apply) ☐ Uses a reflection process for analysis of specific strengths and weaknesses ☐ Keeps track of specifically identified focus areas for improvement ☐ Identifies and keeps track of specific areas identified based on individual interest ☐ Describes how specific areas for improvement are identified ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility ☐ Provides a written analysis of specific causes of success or difficulty ☐ Explains the differential effects of specific strategies and behaviors that yield results ☐ Exhibits characteristics of a growth mindset

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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.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors *and* identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Using Data and Feedback to Support Changes to Professional Practice

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

Desired Effect: Instructional support member demonstrates professional growth.

Example Instructional Support Member Evidence (Check all that apply)

☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources

☐ Identifies the data and feedback used to develop a professional growth plan

☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources

☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)

☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence

☐ Charts progress toward professional growth plan goals and supports by evidence

☐ Seeks mentorship from experts in area of professional responsibility

☐ Seeks innovative ways to improve professional practice

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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 data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress *and* demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)
Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.
Example Instructional Support Member Evidence (Check all that apply) ☐ Participates in professional development opportunities ☐ Demonstrates knowledge of processes and protocols associated with professional area of expertise ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise ☐ Keeps record of specific situations during which he/she mentored other instructional support members ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors ☐ Leads or facilitates professional development activities ☐ Disseminates information in an accurate manner ☐ Provides accessibility for professional services to students and school ☐ Describes specific situations in which he/she has mentored colleagues to share expertise ☐ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

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

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.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise *and* is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Promoting Positive Interactions with Colleagues and the Community

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

Desired Effect: Positive relationships result in support for learning.

Example Instructional Support Member Evidence (Check all that apply)

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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *and* result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Adhering to School and District Policies and Procedures

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

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

Example Instructional Support Member Evidence (Check all that apply)

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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules *and* self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Supporting and Participating in School and District Initiatives

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

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

Example Instructional Support Member Evidence (Check all that apply)

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

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

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.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility *and* actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Professional School Counselor Effectiveness Rubric

School City of Hobart (Northwest Indiana ESC)

DOMAIN 1: ACADEMIC ACHIEVEMENT

School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

1. The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

2. The school counselor demonstrates knowledge of current trends in student development and academic achievement

3. The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.

4. The school counselor engages all students in problem solving, critical thinking, and other activities.

5. The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.

6. The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.

DOMAIN 2: STUDENT ASSISTANCE SERVICES

School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

7. The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

8. The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.

9. The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.

10. The school counselor provides Services to all students, fostering a clear understanding of diversity, ethnicity, and culture.

DOMAIN 3: CAREER DEVELOPMENT

School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

11. The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.

12. The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.

13. The school counselor supports all students in the application of strategies to achieve future success and satisfaction.

14. The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE

School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support,

<u>and deliver a
comprehensive school
counseling program.</u>

15. The school counselor establishes professional goals and pursues opportunities to grow professionally

16. The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.

17. The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.

18. The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.

19. The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).

DOMAIN 1: ACADEMIC ACHIEVEMENT

School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

⌄ The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

Resources:

<u>Scale</u>

Scale:

⌄ The school counselor demonstrates knowledge of current trends in student development and academic achievement

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ The school counselor engages all students in problem solving, critical thinking, and other activities.

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.

Resources:

Scale

Scale:

⌄ **The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

DOMAIN 2: STUDENT ASSISTANCE SERVICES

School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

⌄ **The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ **The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

∨ **The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

∨ **The school counselor provides Services to all students, fostering a clear understanding of diversity, ethnicity, and culture.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

DOMAIN 3: CAREER DEVELOPMENT

School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

∨ **The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

∨ **The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ **The school counselor supports all students in the application of strategies to achieve future success and satisfaction.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ **The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE

School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.

⌄ **The school counselor establishes professional goals and pursues opportunities to grow professionally**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ **The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ **The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ **The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

⌄ **The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).**

Resources:

Scale

Scale:

Not Applicable   Not Using   Developing   Applying   Innovating

Signatures

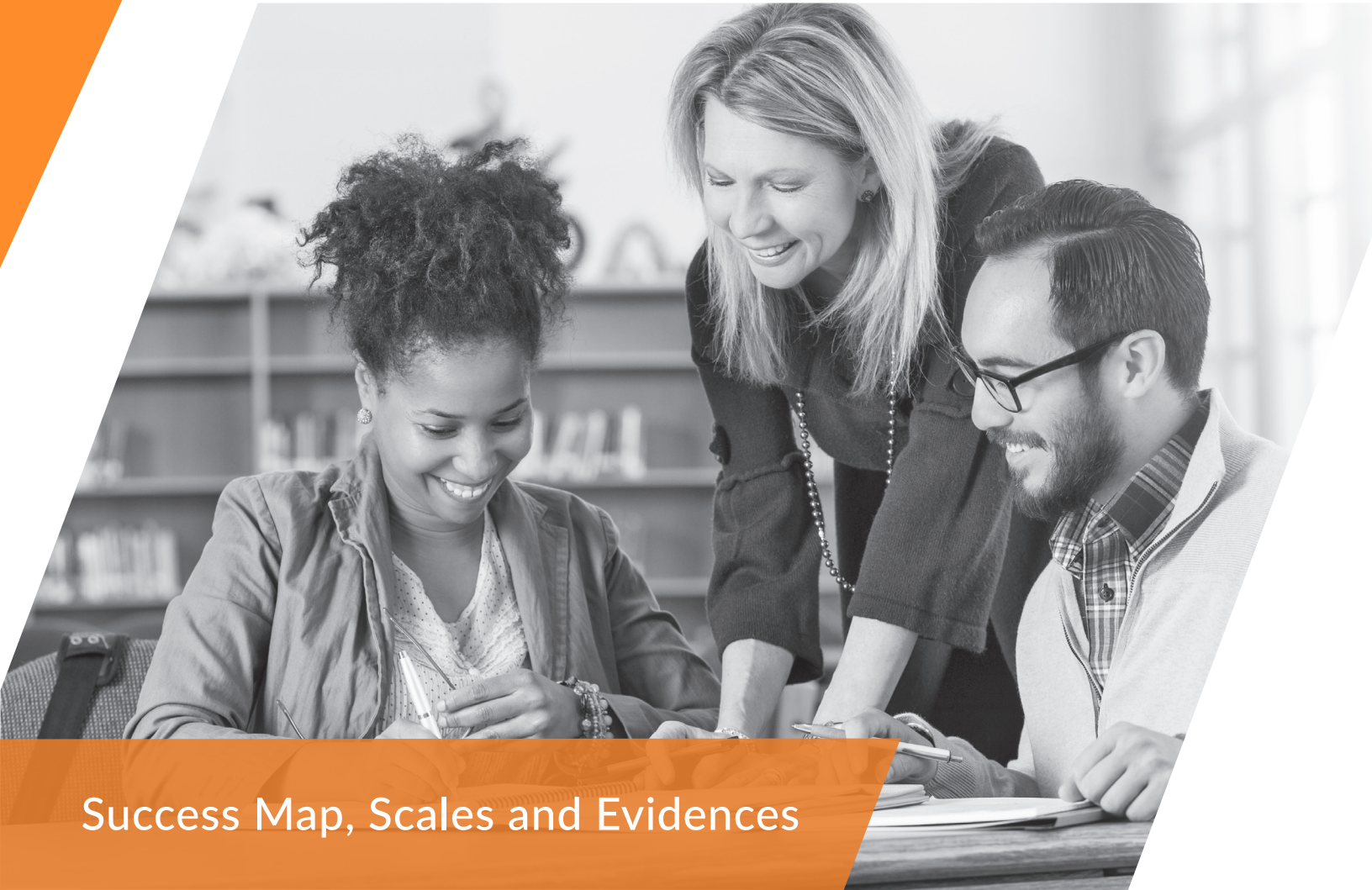**Observer Signature:**   **Date:**

_____   _____

Learner Signature: **Date:**

_____   _____

Marzano Focused School Leader Evaluation Model

Success Map, Scales and Evidences

Prepared by

Learning Sciences Marzano Center

877.411.7114 | MarzanoCenter.com

LSi
LEARNING SCIENCES INTERNATIONAL

Marzano Focused School Leader Evaluation Model

DOMAIN 1
A Data-Driven Focus on School Improvement

Element 1:
The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Element 2:
The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Element 3:
The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

DOMAIN 2
Instruction of a Viable and Guaranteed Curriculum

Element 1:
The school leader provides a clear vision for how instruction should be addressed in the school.

Element 2:
The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Element 3:
The school leader ensures that school curriculum and accompanying assessments align with state and district standards.

Element 4:
The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Element 5:
The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

DOMAIN 3
Continuous Development of Teachers and Staff

Element 1:
The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.

Element 2:
The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Element 3:
The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

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Marzano Focused School Leader Evaluation Model

DOMAIN 4 — Community of Care and Collaboration

Element 1:
The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Element 2:
The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Element 3:
The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Element 4:
The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

DOMAIN 5 — Core Values

Element 1:
The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Element 2:
The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Element 3:
The school leader ensures that the school is percieved as safe and culturally responsive.

DOMAIN 6 — Resource Management

Element 1:
The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Element 2:
The school leader utilizes systematic processes to engage district and external entities in support of school improvement.

Element 3:
The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

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Marzano Focused School Leader Evaluation Model

Domain I: A Data-Driven Focus on School Improvement

I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Desired Effect: Everyone understands the school's most critical goals for improving student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.
Applying (3)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.
Developing (2)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
Beginning (1)	The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.

Sample Evidences for Element 1 of Domain I
• Published goals focus on a plan for eliminating the achievement gap for each student
• Goals support the vision and mission of the school
• School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
• Multiple sources of data are used to develop critical goals
• School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
• Written goals address the most critical and severe achievement deficiencies
• Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal
• A school improvement or strategic plan delineates the critical goals
• Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities
• Faculty and staff can describe why the identified school-wide achievement goals are the most critical
• Data are available to identify how the most critical achievement goals of the school are supported

I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Desired Effect: Data confirm students are making progress towards meeting their achievement goals.

Scale Value	Description
Innovating (4)	The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.
Applying (3)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
Beginning (1)	The school leader attempts to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Sample Evidences for Element 2 of Domain I
• Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth
• Data are routinely analyzed for learning gaps
• Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year)
• Individual student reports, graphs, and charts are regularly updated to track the progress of each student
• Teachers regularly meet to analyze school growth data for individual students
• School leadership teams regularly meet to analyze individual student performance
• Teachers utilize multiple sources of individual student data in planning to close achievement gaps
• Teachers regularly analyze data of their individual students, including all subgroups
• Students keep data logs regarding their individual goals and for tracking progress
• Student-led conferences focus on the student's achievement goals
• Parents have access to student achievement data systems to track student progress
• Parent-teacher conferences focus on individual student goals and progress
• Teacher plans address the learning goals of their students
• Each student has recorded achievement goals for classroom formative, benchmark, and summative assessments

I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Desired Effect: Data confirm interventions help each student meet achievement goals.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.
Applying (3)	The school leader ensures that appropriate interventions and supportive practices are implemented to help each student meet achievement goals AND monitors whether interventions help each student meet achievement goals.
Developing (2)	The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.
Beginning (1)	The school leader attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Sample Evidences for Element 3 of Domain I
• Processes are in place to identify students who need interventions
• Interventions take place during the school day or in extended day programs (e.g. Saturday school, summer school)
• Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results
• Enrichment programs are in place
• Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement
• Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM, etc.)
• Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups
• Push-in or other in-class interventions are utilized when appropriate
• Interventionist and classroom teachers regularly work together to track student progress
• Teachers can explain how implemented interventions help individual students meet their goals
• Students and/or parents can identify how interventions helped close their achievement gap

Domain II: Instruction of a Viable and Guaranteed Curriculum

II(1): The school leader provides a clear vision for how instruction should be addressed in the school.

Desired Effect: Teachers use the instructional model.

Scale Value	Description
Innovating (4)	The school leader continually examines and provides updates so that all faculty and staff understand the nuances of the instructional model.
Applying (3)	The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the faculty and staff understand the instructional model.
Developing (2)	The school leader provides a clear vision for how instruction should be addressed in the school.
Beginning (1)	The school leader attempts to provide a clear vision for how instruction should be addressed in the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.

Sample Evidences for Element 1 of Domain II
• A written document articulating the school-wide model of instruction is in place
• The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings
• The school-wide language of instruction is used regularly by faculty in their informal conversations
• Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction
• Implementation of the instructional model is evident in daily classroom instruction
• Intentional planning to use the instructional model is evident in teacher lesson plans
• New initiatives are prioritized and limited in number to support the instructional model
• Teachers can describe the major components of the school-wide model of instruction
• Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population
• Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, PLC notes)
• The vision for instruction is shared throughout the school and community

II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Desired Effect: Teachers improve instructional practices when leader provides feedback regarding predominant instructional practices.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.
Applying (3)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which teachers improve their instructional practices.
Developing (2)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
Beginning (1)	The school leader attempts to use knowledge of the predominant instructional practices in the school to improve teaching, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.

Sample Evidences for Element 2 of Domain II
• Walk-through or other observation data are aggregated to disclose predominant instructional practices in the school
• Accurate feedback is provided to each teacher regarding instructional practices
• Systems are in place to monitor the effect of predominant instructional practices for each subgroup
• Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations
• Predominant instructional practices and trends are documented and regularly shared with teachers
• Effective instructional practices and problems of practice are accurately described by the school leader
• Data shows teachers implement new instructional strategies when provided feedback
• Data regarding predominant instructional practices are used to inform professional development opportunities
• Observation data confirm that teachers improve instructional practices
• Student achievement data improves as teachers improve in the use of instructional strategies
• Teachers can describe the predominant instructional practices used in the school and how they affect student achievement

II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.

Desired Effect: Assessments accurately measure student progress towards achieving the adopted standards.

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.
Applying (3)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.
Developing (2)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.
Beginning (1)	The school leader attempts to ensure that the school curriculum and accompanying assessments align with state and district standards, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.

Sample Evidences for Element 3 of Domain II
• An understanding of the alignment of curriculum and assessments is demonstrated by the school leader
• Curriculum documents are in place that correlate the written curriculum to state and district standards
• Resources to support curriculum align to standards
• Rubrics or scales are in place that clearly delineate student levels of performance on essential standards
• Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards
• School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed
• Assessments accurately measure adopted standards
• Interventions are in place when standards are required and not incorporated
• Implemented assessments reflect knowledge of child development and learning theories
• Teachers can describe the essential standards for their subject area and/or grade level

II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Desired Effect: Teachers have time to teach the core or essential standards.

Scale Value	Description
Innovating (4)	The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.
Applying (3)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Beginning (1)	The school leader attempts to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Sample Evidences for Element 4 of Domain II
• A written list of essential standards is in place and available to each teacher
• Written curriculum has been unpacked in such a manner that essential elements/standards have been identified
• A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards
• Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)
• Time available for specific classes and courses meets the state or district specifications for those classes and courses
• Schedules are protected to allow teachers time to teach the essential curriculum/standards
• A plan is in place to monitor that the essential curriculum is taught in the time available to teachers
• Teachers can describe which elements are essential and can be taught in the scheduled time
• Students report they have time to learn the essential curriculum/standards
• Processes are implemented at the school to ensure teachers teach the essential curriculum/standards
• Data are available to show that teachers teach the essential curriculum/standards
• Technology systems support essential standards

II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

Desired Effect: Each teacher teaches the essential standards so every student has the opportunity to learn the essential standards

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers who do not teach essential standards that guarantee students have equal access to learning the critical content of the curriculum.
Applying (3)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each teacher teaches the essential standards to each student.
Developing (2)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	The school leader attempts to ensure that each student has equal opportunity to learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.

Sample Evidences for Element 5 of Domain II
• Tracking systems are in place that examine each student's access to the essential elements/standards of the curriculum
• Parents are aware of their child's current access to the essential/standards elements of the curriculum
• Each student has equal access to advanced placement or other rigorous courses
• Each student has a prescribed program of study that documents access to appropriate courses
• Data are available to show teachers have completed appropriate content area training in their subject area courses
• Each student has equal access to courses that directly address the essential elements/standards of the required curriculum
• Data are available to verify student achievement in critical content and standards
• Teachers can describe the content strategies that result in the highest student learning for specific courses and topics
• Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum
• Data are available to show that students are ready to be contributing members of society and participate in a global community (e.g. graduation rates, CTE certifications, post-graduation enrollment)
• Data are available to show that students are college and career ready
• Appropriate technology is in place to support and enhance instruction and curriculum
• The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the school leader

Domain III: Continuous Development of Teachers and Staff

III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

Desired Effect: Teachers and staff continue to grow as they meet their growth goals.

Scale Value	Description
Innovating (4)	The school leader provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans AND monitors the extent to which teachers and staff achieve their growth goals and continue to grow.
Developing (2)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.
Beginning (1)	The school leader attempts to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans.

Sample Evidences for Element 1 of Domain III
• Each teacher provides written pedagogical growth goals
• Teachers regularly track their progress towards meeting pedagogical growth goals
• Evaluation results, growth plans, and interventions for struggling personnel are available
• Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress
• A teacher induction program is in place to support new teachers
• Teacher leaders are identified, supported, and provided opportunities to develop
• Personnel records reveal the leader hires and retains effective personnel
• Standardized interview processes and/or protocols are utilized
• Nondiscriminatory hiring practices are evident
• Personnel records document that support system(s) are utilized to ensure personnel meet their goals
• Teachers can describe their progress on their pedagogical growth goals
• Staff members demonstrate continuous growth in their area of responsibility
• Personnel can share documented examples of how reflection has improved their craft

III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
Beginning (1)	The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Sample Evidences for Element 2 of Domain III
• Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
• Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
• A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe
• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
• Data show the school leader provides frequent observations and meaningful feedback to teachers
• Data are available to support that teacher evaluations are consistent with student achievement data
• Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback
• Teachers can describe how implementation of specific instructional strategies affects student achievement
• When observation data are not consistent with student achievement data, the leader works to update accuracy in assigning observational feedback
• When observation data reveal inconsistencies with student achievement data, the leader provides teachers with appropriate support and interventions

III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Desired Effect: Teachers and staff improve their skills as a result of attending professional development.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals AND monitors the extent to which teachers and staff improve their skills.
Developing (2)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.
Beginning (1)	The school leader attempts to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Sample Evidences for Element 3 of Domain III
• Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training
• Online professional development courses and resources are available to teachers and staff regarding their growth goals
• Teachers and staff participation in professional development activities is recorded and tracked
• Teacher-led professional development is available to teachers regarding their instructional growth goals
• Instructional coaching is available to teachers to help them achieve their instructional growth goals
• Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices
• Data are available documenting how deliberate practice is improving teacher performance
• Teachers and staff can describe how professional development supports attainment of growth goals
• Teachers and staff implement new strategies after attending professional development
• Interventions are documented for staff who do not utilize professional development opportunities
• Interventions are in place to support personnel who do not continue to grow in their area of responsibility

Domain IV: Community of Care and Collaboration

IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Beginning (1)	The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.

Sample Evidences for Element 1 of Domain IV
• Professional Learning Communities (PLCs) are in place and meet regularly
• PLCs have written goals
• Progress of PLCs towards their goals is regularly examined by the school leader
• Classroom assessments are created by PLCs
• Formative student achievement and growth data are analyzed by PLCs
• Teachers have opportunities to observe other teachers
• Teachers work collaboratively to write standards-based unit plans and assessments
• Teachers unpack standards and write learning targets demonstrating a progression of knowledge
• Teachers routinely examine student work for alignment to standards
• Progress of each PLC team toward reaching its goals is regularly reviewed
• To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from PLC meetings
• Teachers can explain how being a member of a PLC has helped them grow their pedagogy
• Teachers can explain the process the PLC uses to analyze data to identify appropriate instructional practices
• PLCs that are working effectively or ineffectively are identified by the school leader
• Ongoing interventions are in place for teams or teachers who do not work as a PLC
• Student data reveal that PLCs are enhancing student achievement

IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Desired Effect: Through shared decision-making the school continues to improve its overall effectiveness.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.
Applying (3)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision making process improves the effectiveness of the school.
Developing (2)	The school leader ensures a workplace where teachers have roles in the decision- making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Beginning (1)	The school leader attempts to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Sample Evidences for Element 2 of Domain IV
• Teachers are made aware of the specific types of decisions in which they will have direct input
• Data-gathering techniques are in place to collect information from teachers
• Notes and reports are in place that describe how teacher input was used when making specific decisions or changes
• Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)
• Groups of teachers are selected and utilized to provide input regarding specific decisions
• Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects
• The school leadership team has critical roles in facilitating school initiatives
• Data are available to show how input is used by the school leader
• Teachers report that their input is valued and taken into consideration by the school leader
• Data are available to reveal the school improves its overall effectiveness through a shared decision-making process
• School leader can describe the systematic processes in place to solicit teacher input
• Initiatives are analyzed to evaluate their effect on teaching and learning

IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Desired Effect: Equity is evident for each student.

Scale Value	Description
Innovating (4)	The school leader intervenes and seeks assistance if the school does not provide equity for each student.
Applying (3)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community AND monitors the extent to which the input creates equity for each student.
Developing (2)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.
Beginning (1)	The school leader attempts to ensure equity in a child-centered school with input from staff, students, parents, and the community, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure equity in a child-centered school with input from staff, students, parents, and the community.

Sample Evidences for Element 3 of Domain IV
• Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student
• Use of input data is made transparent
• Examples of how equity is ensured are available
• Data are available to show that input from the school's diverse population is valued and used
• Use of interactive or social media is provided for staff, students, parents, and community to provide input
• An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns)
• Focus group meetings with students and parents are routinely scheduled
• School leader hosts and/or speaks at community/business events
• Examples of how input from the school community results in change and improvements are available
• Processes are made available for how data gathered from subpopulations at the school is incorporated in school planning
• Survey data indicates that the school is perceived as a child-centered school where equity is evident
• Staff, students, parents, and community members report that their input is valued and used by the school leader to improve the functioning of the school

IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

Desired Effect: Each member of the school feels valued and honored.

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.
Applying (3)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.
Beginning (1)	The school leader attempts to acknowledge the successes of the school and celebrates the diversity and culture of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to acknowledge the successes of the school or celebrate the diversity and culture of each student.

Sample Evidences for Element 4 of Domain IV
• Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)
• Incremental successes of students and teachers are routinely recognized
• Successes of the diverse school community are celebrated
• Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
• Perception inventories and other feedback data document that each member of the school feels valued and honored
• Adaptations to current practices are made after analysis of feedback data
• Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated
• Actions of the school leader demonstrate that the leader accepts responsibility for the success of each student
• Celebrations demonstrate understanding of the cultures represented in the school

Domain V: Core Values

V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.
Developing (2)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
Beginning (1)	The school leader attempts to be transparent, communicate effectively, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.

Sample Evidences for Element 1 of Domain V
• Core values of the school are modeled by the school leader
• Goals, mission, and vision of the school are clearly communicated
• A published annual growth plan is in place to address how the school leader will address strengths and weaknesses
• Professional development activities consistent with the leader's growth plan have been identified
• Evidence of leadership initiatives is available
• Problem-solving and decision-making skills are demonstrated
• Regular interactions with an identified mentor are documented
• Communication is clear and accurate
• Multiple media sources are utilized to communicate with staff and community
• Faculty and staff identify the school administrator as the leader of the school
• Faculty and staff describe the school leader as uncompromising regarding raising student achievement
• Data indicate that school and community members perceive the leader as visible, welcoming, and approachable
• Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement

V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Desired Effect: All decisions are measured by how they impact students.

Scale Value	Description
Innovating (4)	The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.
Applying (3)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors how decisions impact students.
Developing (2)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.
Beginning (1)	The school leader attempts to have the trust of the staff and school community that all decisions are guided by what is best for each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to have the trust of the staff and school community that all decisions are guided by what is best for each student.

Sample Evidences for Element 2 of Domain V
• Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to "take on tough issues"
• Ethical decisions and practices are evident in all aspects of the work performed by the leader
• Student policies and procedures are fair, unbiased, and culturally responsive
• Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student
• Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student
• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn
• Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives
• Faculty and staff describe the school leader as one whose actions support his/her talk and expectations
• Positive relationships are developed with staff, faculty, students, parents, and community

V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Desired Effect: The school is safe and inclusive of each student.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and culturally responsive environment.
Applying (3)	The school leader ensures that the school is perceived as safe and culturally responsive AND monitors the extent to which the school is safe and inclusive of each student.
Developing (2)	The school leader ensures that the school is perceived as safe and culturally responsive.
Beginning (1)	The school leader attempts to ensure that the school is perceived as safe and culturally responsive, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school is perceived as safe and culturally responsive.

Sample Evidences for Element 3 of Domain V
• Each student is treated respectfully
• Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity
• Decision-making reflects cultural considerations and responsiveness
• Clear and specific rules and procedures are in place
• Faculty and staff are provided the means to communicate about the safety of the school
• Emergency management procedures for specific incidents are practiced
• Updates and communication to the faculty and staff regarding emergency management plans are available
• Faculty and school community describe the school as a safe and orderly place
• Faculty and school community describe the school as inclusive and focused on supporting learning
• Social media is utilized so that students may anonymously report potential incidents
• Students have choice, work in groups, feel empowered, and demonstrate self-efficacy
• Systems are in place for mass communication to parents (e.g. a call out system, mass texting)
• Teachers foster positive relationships with students and the community
• Coordination with local law enforcement agencies regarding school safety issues is a routine event
• Students, parents, and community provide input regarding issues of school safety

Domain VI: Resource Management

VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Desired Effect: Management of fiscal, technological, and physical resources support instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new strategies are created so that all fiscal, technological, and physical resources support effective instruction and student achievement.
Applying (3)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student AND monitors the extent to which fiscal resources support effective instruction and student achievement.
Developing (2)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Sample Evidences for Element 1 of Domain VI
• Budgets are clearly aligned and prioritized to support instruction and achievement
• Resources and materials reflect the cultural assets and interests of students in the community
• Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the school leader
• Faculty and staff report that they have adequate materials to teach effectively
• Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources
• Student achievement can be linked to effective use of resources
• Technology improves the quality and efficiency of operational management
• Analysis of utilized technology confirms how it supports effective teaching and improved learning

VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.

Desired Effect: Data confirms that use of resources supports school improvement.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.
Applying (3)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement AND monitors data to determine if the resources support school improvement.
Developing (2)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.
Beginning (1)	The school leader attempts to utilize systematic processes to engage school district and external entities in support of school improvement, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.

Sample Evidences for Element 2 of Domain VI
• Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident
• Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained
• District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support)
• University partnerships are utilized to provide support for the school
• Processes used by the leader to improve the school are evident and readily explained
• Partnerships with external entities are actively pursued
• Partnerships are monitored to determine how they impact the school
• Documentation of how outside resources support school improvement is available

VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Desired Effect: The compliance to rules and regulations supports effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader continually examines for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.
Applying (3)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors the extent to which compliance to rules and regulations supports effective instruction and student achievement.
Developing (2)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Sample Evidences for Element 3 of Domain VI
• Deadlines are managed to enhance overall instructional effectiveness
• Operations and facility resources are managed effectively to provide support for instruction
• Curriculum materials and other resources meet district, state, or federal specifications
• Data reveal how compliance to rules and regulations supports instruction and student achievement
• Adherence to district and state policies and procedures is evident
• Compliance documents are available for each auditable department (e.g. Title funds, grants, special education)
• When compliance to rules and regulations is not evident, interventions are put in place

DOMAIN 1
A Data-Driven Focus to Support Student Achievement

Element 1:
The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Element 2:
The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:
The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

DOMAIN 2
Continuous Support for Improvement of Instruction

Element 1:
The district leader provides a clear vision regarding the district instructional model and how to implement the model.

Element 2:
The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Element 3:
The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:
The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

DOMAIN 3
Continuous Support for a Guaranteed and Viable Curriculum

Element 1:
The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Element 2:
The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Element 3:
The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

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DOMAIN 4
Community of Care and Collaboration

Element 1:
The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Element 2:
The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Element 3:
The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Element 4:
The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

DOMAIN 5
District Core Values

Element 1:
The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

Element 2:
The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Element 3:
The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

DOMAIN 6
Resource Allocation Management

Element 1:
The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Element 2:
The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Element 3:
The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

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Marzano District Leader Evaluation Model - 2018 Update

Domain I: A Data-Driven Focus to Support School Achievement

I(1): The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

I(2): The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

I(3): The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

Domain II: Continuous Support for Improvement of Instruction

II(1): The district leader provides a clear vision regarding the district instructional model and how to implement the model.

II(2): The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

II(3): The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.*

II(4): The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

Domain III: Continuous Support for a Guaranteed and Viable Curriculum

III(1): The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

III(2): The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

III(3): The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

Domain IV: Community of Care and Collaboration

IV(1): The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

IV(2): The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Domain V: District Core Values

V(1): The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

V(2): The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

V(3): The district leader

Domain VI: Resource Allocation Management

VI(1): The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

VI(2): The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

VI(3): The district leader

IV(3): The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

IV(4): The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

Domain I: A Data-Driven Focus to Support School Achievement

⌄ I(1): The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Desired Effect: Personnel know and provide support for the most critical goals for improving student achievement.

Evidences:

Sample Evidences for Element 1 of Domain 1:

- ☐ Goals are posted (e.g. websites, bulletin boards, marquees, meeting rooms)
- ☐ Goals are aligned with district and/or school goals
- ☐ A strategic plan delineates the most critical goals
- ☐ Goals focus on eliminating the achievement gap
- ☐ Multiple sources of data are used to identify the most critical needs for improving student achievement
- ☐ Goals for improving student achievement are communicated
- ☐ Operational support is clearly aligned to show support for improving student achievement
- ☐ Goals are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound)
- ☐ Goals are incorporated in daily work plans/schedules
- ☐ Personnel know the goals for their area of responsibility
- ☐ Personnel communicate goals (e.g. at staff meetings, community forums, via social media)
- ☐ Personnel can explain how operations focus on supporting student achievement
- ☐ Information/data indicates personnel know the most critical goals for improving student achievement (e.g. surveys, conferences, virtual media)
- ☐ Adaptations or adjustments are created when data indicate personnel do not know or attend to the most critical goals

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ I(2): The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Desired Effect: Data reveal progress toward goals.

Evidences:

Sample Evidences for Element 2 of Domain 1:

- ☐ Accurate and timely data are identified and available
- ☐ Appropriate sources of data are used for monitoring progress
- ☐ Benchmark data are established and used to analyze and monitor progress
- ☐ Ongoing data monitoring meetings track progress towards goals
- ☐ Data discussions are routinely part of meeting agendas (e.g. cabinet level, department/division, principal meetings)
- ☐ Data tracking systems are in place and used to track progress
- ☐ Personnel report data are used routinely to monitor progress towards goals
- ☐ When goals are not being met interventions are implemented
- ☐ Adaptations or adjustments are created when data indicate progress is not advancing toward the goals

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ I(3): The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

Desired Effect: Interventions improve student achievement.

Evidences:

Sample Evidences for Element 3 of Domain I:

- ☐ Programs and other resources are aligned to support needed interventions
- ☐ Professional development is aligned to support needed interventions
- ☐ Intervention programs are in place and needed support is provided
- ☐ Personnel have data to show the interventions are improving student achievement

☐ Personnel communicate how support is provided for needed interventions

☐ District-wide interventions are implemented when data indicate a need

☐ Monitoring of interventions is ongoing and analyzed for results

☐ Adjustments or adaptions are made when interventions are not working

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Domain II: Continuous Support for Improvement of Instruction

⌄ II(1): The district leader provides a clear vision regarding the district instructional model and how to implement the model.

Desired Effect: Personnel provide support for implementing the instructional model.

Evidences:

Sample Evidences for Element 1 of Domain II:

☐ Implementation of the instructional model is evident district-wide

☐ Personnel can explain how their actions support the instructional model

☐ Adaptations or adjustments are created when data indicate the instructional model is not implemented/supported

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The District Leader:

☐ Establishes a clear vision within their area of responsibility of how to support the district instructional model

☐ Articulates the vision of the instructional model within their area of responsibility

☐ Monitors the actions of personnel to determine if they provide support for the instructional model

☐ Holds personnel accountable for supporting the instructional model

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Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ II(2): The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Desired Effect: Personnel continue to demonstrate professional growth.

Evidences:

Sample Evidences for Element 2 of Domain II:

- ☐ Personnel report that the district leader supports development of expertise
- ☐ Adaptations or adjustments are created when data indicate personnel need to continue to grow and develop expertise

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The District Leader:

- ☐ Hires and retains effective personnel

- ☐ Hires personnel with a proven track record of continued professional growth

- ☐ Meets regularly with personnel regarding their performance and/or growth plans

- ☐ Supports and assists personnel who do not continue to develop expertise

- ☐ Documents reflective practices as related to professional growth

- ☐ Uses appropriate procedures to release personnel who do not continue to develop expertise

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Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ II(3): The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.*

This element is not applicable if the leader does not evaluate other personnel and would not be scored as part of the evaluation.
Desired Effect: Evaluation data are consistent with student achievement and operational data.

Evidences:

Sample Evidences for Element 3 of Domain II:

- ☐ Evaluations accurately reflect strengths and weaknesses of performance as indicated by data

☐ Achievement data are routinely used as part of the evaluation process

☐ Student achievement data is consistent with evaluation data

☐ Operational data are routinely used as part of the evaluation process

☐ Personnel report that their evaluations accurately reflect their strengths and weaknesses

☐ Adaptations or adjustments are created when data indicate evaluations are not consistent with student achievement and operational data

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ II(4): The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

Desired Effect: Personnel continue to grow professionally and meet professional growth goals.

Evidences:

Sample Evidences for Element 4 of Domain II:

- ☐ Professional development courses and resources are available to personnel to support their growth goals
- ☐ Personnel participation is tracked to document professional development activities
- ☐ Coaching and support are available to personnel regarding their growth goals
- ☐ Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
- ☐ Online professional learning courses are available as appropriate
- ☐ Personnel can describe how professional development supports attainment of growth goals
- ☐ Instructional coaching is available to help personnel achieve professional growth goals
- ☐ Interventions are documented for personnel who do not utilize professional development opportunities
- ☐ Opportunities are available for personnel to provide input regarding their professional development needs
- ☐ Interventions are in place to support personnel who do not grow in their area of responsibility
- ☐ Adaptations or adjustments are created when data indicate personnel are not meeting growth goals

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Domain III: Continuous Support for a Guaranteed and Viable Curriculum

⌄ III(1): The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Desired Effect: Curriculum and assessments align with established standards.

Evidences:

Sample Evidences for Element 1 of Domain III:

- ☐ Documents are in place reflecting that support for curriculum and assessment initiatives adhere to federal, state, and district standards
- ☐ Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- ☐ Analyzes the relationship between the written curriculum, taught curriculum, and assessments, for rigor and cultural relevance

- ☐ Demonstrates awareness of how implementation of federal, state, and district standards are impacted by operational practices
- ☐ Uses appropriate federal, state, and district standards when making decisions to support curriculum and assessment initiatives
- ☐ Personnel can describe how they support the essential content and standards in their area of responsibility
- ☐ Personnel can explain how curriculum and assessments are aligned to improve student achievement
- ☐ Personnel report they receive information in a timely manner regarding updates to state and federal standards
- ☐ Adaptations or adjustments are created when data indicate curriculum and assessments do not align with established standards

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ III(2): The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Desired Effect: Adequate time is available for implementation of initiatives.

Evidences:

Sample Evidences for Element 2 of Domain III:

- ☐ Audits indicate there is time to adequately address district and school initiatives
- ☐ Plans for implementation of programs, curricula, and other initiatives are clearly communicated
- ☐ Teams regularly meet to discuss and review the progression and viability of programs, curriculum, and operational initiatives
- ☐ Communication is ongoing with personnel to focus on prioritization of initiatives
- ☐ A plan is in place to monitor that the curriculum is taught in the time available
- ☐ Personnel report they have time and resources to implement programs, curricula, and supporting operational initiatives
- ☐ Adaptations or adjustments are created when data initiatives cannot be implemented in the time allocated

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ III(3): The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

Desired Effect: Each student has equal opportunity to learn the critical content of the curriculum.

Evidences:

Sample Evidences for Element 3 of Domain III:

- ☐ Tracking systems are in place that examine each student's access to the essential elements of the curriculum
- ☐ Parents have access to their child's education programs and placement
- ☐ All students have access to appropriate educational choices (e.g. the arts, career and technical, advanced placement, or other rigorous courses)
- ☐ Personalized learning opportunities are available
- ☐ Teachers have access to and complete appropriate content area training in their subject-area courses
- ☐ Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
- ☐ Student data reveal each student has equal access to rigorous courses
- ☐ Data collection systems are in place to collect feedback data regarding equity for each student
- ☐ Examples of how equal access to learn the critical content are available
- ☐ All stakeholders report that each student has equal opportunities to learn from highly qualified teachers
- ☐ Adaptations or adjustments are created so each student has equal access to the curriculum

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Domain IV: Community of Care and Collaboration

⌄ IV(1): The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Desired Effect: Constituents feel valued and desire to be part of the district.

Evidences:

Sample Evidences for Element 1 of Domain IV:

- ☐ Provides evidence of actively listening and learning from constituents

☐ Successes of individuals, teachers, departments, schools, and the district are celebrated in multiple events (e.g. district-level celebrations, school-level celebrations, newsletters, public announcements, social media)

☐ Incremental success is routinely recognized and celebrated

☐ Feedback from constituents supports that the district leader is collaborative and cooperative

☐ Examples of communication reveal collaboration and cooperation is the norm within the workplace

☐ Successes of the diverse district community are celebrated

☐ Personnel report that accomplishments have been adequately acknowledged and celebrated

☐ Diversity is recognized and celebrated

☐ Policies, supported by training, are established for how to work collaboratively with district constituents

☐ Data reveal that the district leader is perceived as creating a collaborative and cooperative workplace

☐ Data indicate constituents perceive the district is a good place for staff and students

☐ Adaptations or adjustments are created when data indicate the district is not perceived as caring, collaborative, and cooperative

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ IV(2): The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Desired Effect: Input is used to create a student-centered district.

Evidences:

Sample Evidences for Element 2 of Domain IV:

☐ Data are available to support that constituents have opportunities for constructive conversations about important student issues

☐ Each student has equal access to all district programs and services

☐ Enrollment in the district reflects stability and/or growth

☐ Appropriate technologies and websites are available for constituents to provide input regarding the district and/or schools

☐ Data collection systems are in place to collect opinion and other data from constituents and the manner in which these data are used is made transparent

☐ Student success is the district's priority (e.g. in budgeting, extra-curricular activities, elective classes, class size, teacher quality)

☐ Inclusive practices are evident in sports, academics, and extra-curricular activities

☐ Participates in district, community, and/or business events

☐ Data gathered from subpopulations are incorporated in district planning and procedures

☐ Decisions are made in the best interest of each student (e.g. access to courses, extra-curricular activities, new initiatives)

☐ Use of input data is made transparent

☐ Examples of how equity is ensured are available

☐ Focus group meetings with constitutes are routinely scheduled

☐ Constituents report that their input is valued and used by the district leader

☐ Adaptations or adjustments are created when data indicate a need for a more student-centered focus

Resources:

Scale

Scale:

Not Applicable　　Not Using　　Beginning　　Developing　　Applying　　Innovating

⌄ IV(3): The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Desired Effect: Leadership development enhances the functioning of the district.

Evidences:

Sample Evidences for Element 3 of Domain IV:

☐ Emerging leaders report opportunities for leadership development

☐ Emerging leaders report responsibilities are effectively delegated and shared

☐ Adaptations or adjustments are created when data indicate potential leaders need opportunities for leadership development

The District Leader:

☐ Identifies and mentors potential leaders

☐ Makes succession planning transparent and provides appropriate growth opportunities

☐ Empowers others to share in leadership

☐ Delegates responsibilities to emerging leaders in preparation for career advancement opportunities

☐ Provides examples of how delegating and sharing responsibilities improves department/district performance (e.g. providing services to students and schools)

☐ Models effective leadership practices and mentors emerging leaders

☐ Effectively identifies potential leaders and guides them in career development

☐ Identifies how leadership development leads to advancement opportunities

☐   Makes hiring practices and advancement opportunities transparent

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ IV(4): The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

Desired Effect: Schools follow district guidelines for autonomous decision making.

Evidences:

Sample Evidences for Element 4 of Domain IV:

- ☐ Standard operating procedures are available for all schools and personnel
- ☐ Operational, curricular, and procedural documents clearly delineate district roles and responsibilities
- ☐ Audits confirm adherence to federal and state regulations
- ☐ Clear guidelines regarding adherence to district policy and procedures are communicated by each district leader as they relate to their area of responsibility
- ☐ Personnel know the decisions made at the district level versus at the school level
- ☐ Adaptations or adjustments are created when data indicate schools need to follow district guidelines in decision making

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Domain V: District Core Values

⌄ V(1): The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

Desired Effect: The district leader enhances the functioning of the district.

Evidences:

Sample Evidences for Element 1 of Domain V:

☐ Personnel report the leader demonstrates ongoing professional growth

☐ Personnel report the leader is a recognized leader in his or her area of responsibility

☐ Adaptations or adjustments are created when data indicate the leader should continue to demonstrate professional growth

The District Leader:

☐ Models the core values of the district

☐ Clearly communicates the vision and mission of the district

☐ Provides a written annual growth plan with deliberate practice goals and priorities

☐ Is recognized as highly visible

☐ Uses multiple data sources when decision making and when prioritizing decisions that impact district goals

☐ Communicates in a clear and accurate manner

☐ Uses multiple media sources to communicate with the community

☐ Demonstrates the ability to use critical thinking skills to solve problems and identify solutions

☐ Constantly evaluates decisions for effectiveness, equity, intended and actual outcomes and revises plans as needed

☐ Can describe leadership strengths and weaknesses and how to address the weaknesses

☐ Models and expects ethical leadership for self and others

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ V(2): The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Desired Effect: The decisions of the leader enhance the functioning of the district.

Evidences:

Sample Evidences for Element 2 of Domain V:

☐ Ethical decision-making practices are evident in all aspects of the work of the leader

☐ Personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn

☐ Personnel describe the district leader as an individual who will follow through with his/her initiatives

☐ Personnel describe the district leader as one whose actions support his/her talk and expectations

☐ Personnel describe the district leader as one who speaks with candor and "takes on tough issues"

☐ Acknowledges when goals have not been met or initiatives have failed and revises the plan for success

☐ Perception data reveal constituents trust the district leader (e.g. surveys, community forums, social media)

☐ Adaptations or adjustments are created when data indicate initiatives have failed and revises the plan to ensure trust of constituents

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ V(3): The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

Desired Effect: The district is safe and culturally responsive.

Evidences:

Sample Evidences for Element 3 of Domain V:

☐ Input from constituents about safety in the district is actively collected, analyzed and used for decision making as appropriate

☐ Personnel know emergency management procedures and how to implement them for specific incidents

☐ Practicing of emergency management procedures for specific incidents is recorded and available

☐ Updates to emergency management plans are communicated as appropriate

☐ Culturally responsive practices are evident throughout the school (e.g. lesson plans, events, artifacts, etc.)

☐ Constituents describe the district (e.g. through surveys, social media, news media) as a safe and orderly place

☐ Constituents describe the district leader as highly visible and accessible

☐ Constituents describe the district as focused on learning

□ Decision making reflects cultural responsiveness and considerations

□ Adaptations or adjustments are created when data indicate constituents do not perceive the district as safe and culturally responsive

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Domain VI: Resource Allocation Management

⌄ VI(1): The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Desired Effect: Fiscal resources and support enhance effective instruction and student achievement.

Evidences:

Sample Evidences for Element 1 of Domain VI:

□ Budgets are clearly aligned and prioritized to support instruction and achievement

□ Audits reveal systems processes are used to manage fiscal resources

□ Accesses and leverages a variety of fiscal resources (e.g. grants, local, state, and federal funds)

□ Effectively manages human resources to provide support for instruction and student achievement

□ Faculty and staff report that they have adequate materials to teach effectively

□ Faculty and staff report that systems processes (e.g. computer grading and planning systems, blended learning, etc.) facilitate more time to teach

□ Adaptations or adjustments are created when data indicate systems processes do not provide maximum support for schools, teachers, and each student

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ VI(2): The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Desired Effect: Technological resources enhance effective instruction and student achievement.

Evidences:

Sample Evidences for Element 2 of Domain VI:

- ☐ Budgets, plans for, and directs the use of technology to improve teaching and learning
- ☐ Supports and provides adequate training for the technology that teachers and other personnel are expected to use
- ☐ Reports confirm technology improves quality and efficiency within the district/department
- ☐ Audits reveal appropriate use of technology resources to support instruction
- ☐ Personnel report that technology facilitates optimal efficiency in district operations
- ☐ Adaptations or adjustments are created when data indicate lack of improvement in student achievement

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

⌄ VI(3): The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

Desired Effect: Management of resources enhances effective instruction and student achievement.

Evidences:

Sample Evidences for Element 3 of Domain VI:

- ☐ Manages and imposes deadlines that effect the operation of district, department, or schools
- ☐ Effectively manages materials, time, and resources to fulfill district, state, or federal specifications
- ☐ Instructional materials and resources are available to support student achievement
- ☐ Budgets and projects, with plans and objectives, are organized to keep the focus on instruction
- ☐ Initiatives are evaluated for their effect on the district, departments, and/or schools
- ☐ Instructional programs improve student achievement
- ☐ Adaptations or adjustments are created when data indicate lack of improvement in student achievement

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Signatures

Observer Signature: **Date:**

Learner Signature: **Date:**

Appendix B

Portfolios
in the
School City of Hobart

College and Career Ready Brickies

Table of Contents

Introduction to *Portfolios in SCOH*

When making decisions, you will want to use this simple group decision making process…

Brainstorm List as many artifact ideas as the group can develop the content/grade level according to the Indiana Academic Standards and SCOH Curriculum Maps
Clarify Ask questions about artifact ideas on make a list for clarification and understanding
Combine Put similar artifact ideas or strategies into categories
Rank Place the newly formed categories of artifact ideas in order to preference
Discuss Narrow down the list to a few favorite artifact ideas
Agree Come to a consensus on the artifact ideas that best suits the team

Remember these important factors when considering ideas and solutions…

Educational What is the pedagogy behind this idea?
Functional How does this idea actually work?
Technical What technology or equipment is required for this idea to function properly?

Process for Initiating Portfolios

Establish the purpose for the portfolio based on your district's goals and mission.

Determine how existing school or district curriculum aligns with the standards.

Determine the content requirements that will be placed in the portfolio.

Determine the reviewer process for assessing the portfolios.

Determine the assessment rubrics to be used for assessing the portfolios.

Establish the portfolio organizational framework to be used when building the portfolios.

Establish the upload for storage of the portfolio.

Implement the portfolio generation and assessment process in your school.

Follow teacher evaluation guidelines

1 Establish the purpose for the portfolio based on your district's goals and mission.

What and Why Portfolios?

What is a Student Portfolio? A portfolio is best described as a purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in a content area.[ii] "Purposeful" describes the way that student work is selected and is indicative of the story you want the portfolio to tell. A portfolio can serve many purposes: It can highlight or celebrate the progress a student has made; it can capture the process of learning and growth; it can help place students academically; or, it can even simply showcase the final products or best work of a student.

Ultimately, a portfolio is not just the pile of student work that accumulates over a quarter, semester or year. Instead, it is a very intentional process: both teacher and student must be clear about the story the portfolio will be telling, and both must believe that the selection of and reflection upon their work serves one or more meaningful purposes. Although approaches to portfolio development may vary, in an effective portfolio the student must be an active participant involved in constructing the story of his or her journey academically through the portfolio process of selecting, organizing and reflecting.

Effective portfolios have the following characteristics in common:

• They clearly reflect Student Learning Goals/ Objectives (SLG/Os) identified in the core or essential curriculum

• They focus upon a student's performance-based learning experiences; knowledge and skill acquisition; collaboration and attitude

• They contain work samples that stretch over a designated period of time and represent a variety of assessment tools; and •

They contain student self-assessments and reflections of work samples

Purposes

Why might you use a portfolio assignment? Portfolios typically are created for one of the following three purposes: to show growth, to showcase current abilities, and to evaluate cumulative achievement. Some examples of such purposes include

1. Growth Portfolios

a. to show growth or change over time

b. to help develop process skills such as self-evaluation and goal-setting

c. to identify strengths and weaknesses

d. to track the development of one more products/performances

2. Showcase Portfolios

a. to showcase end-of-year/semester accomplishments

b. to prepare a sample of best work for employment or college admission

c. to showcase student perceptions of favorite, best or most important work

d. to communicate a student's current aptitudes to future teachers

3. Evaluation Portfolios

a. to document achievement for grading purposes

b. to document progress towards standards

c. to place students appropriately

==**** *Of course, a portfolio may tell more than one story, including more than one category above.* The growth portfolio emphasizes the process of learning whereas the showcase portfolio emphasizes the products of learning. For example, a showcase portfolio might also be used for evaluation purposes, and a growth portfolio might also showcase "final" performances or products.==

The purpose of the portfolio:

The purpose of this digital portfolio is for students to demonstrate college and career readiness across content areas. It will demonstrate competency using real world connections. Using the Indiana Academic Standards as a guideline, the portfolio will showcase student performance and personal growth.

The type of portfolio:

This portfolio will be a summative assessment of learning using the Indiana Academic Standards as a minimum guideline. It will also be formative assessment in that it will demonstrate the student's growth over time and "provide teachers and parents, college and career recruiters with a richer picture of what students know and are able to do, as well as their ongoing development."

The competencies to be demonstrated:

The competencies will be an ongoing K - 12 collection of evidence and artifacts that will demonstrate a combination of individual student pieces of work and the learner's reflection. The competencies will be integrated into the content curriculum areas and demonstrated as a connection of with digital portfolios. The competencies will demonstrate Indiana Academic Standards, as well as college and career readiness.

2 Determine how existing school or district curriculum aligns with required artifacts demonstrating competency.

Now that you have established the purpose of the portfolio…

How does the current curriculum align with the artifacts required for the portfolio?

Determine what you already do in your school that could be used as artifacts for evidence of meeting competency. In grade level/content teams, meet to determine what projects, lessons, and activities that are already in the curriculum could be easily adapted, or modified or added to in order to be appropriate for use in the portfolio.

Are there "existing curriculum activities" which produce digital artifacts? You should have "Project Based Learning" summative assessments in the SCOH curriculum maps.

There are projects in each curriculum area that can be adapted to include technology that will meet standards as well as core area standards. These items will be included in the portfolio each year as determined by the teacher evaluator and the student. We are reinforcing the core content areas to use current curriculum projects and work with the Technology Professional Development Coordinator to create a digital artifact. Teachers may want to work in grade level/content teams to connect the standards, SCOH Curriculum Framework Standards, AdvancED School Improvement Plan initiatives and college and career readiness within their lessons and projects to better assist students in choosing artifacts for their portfolios.

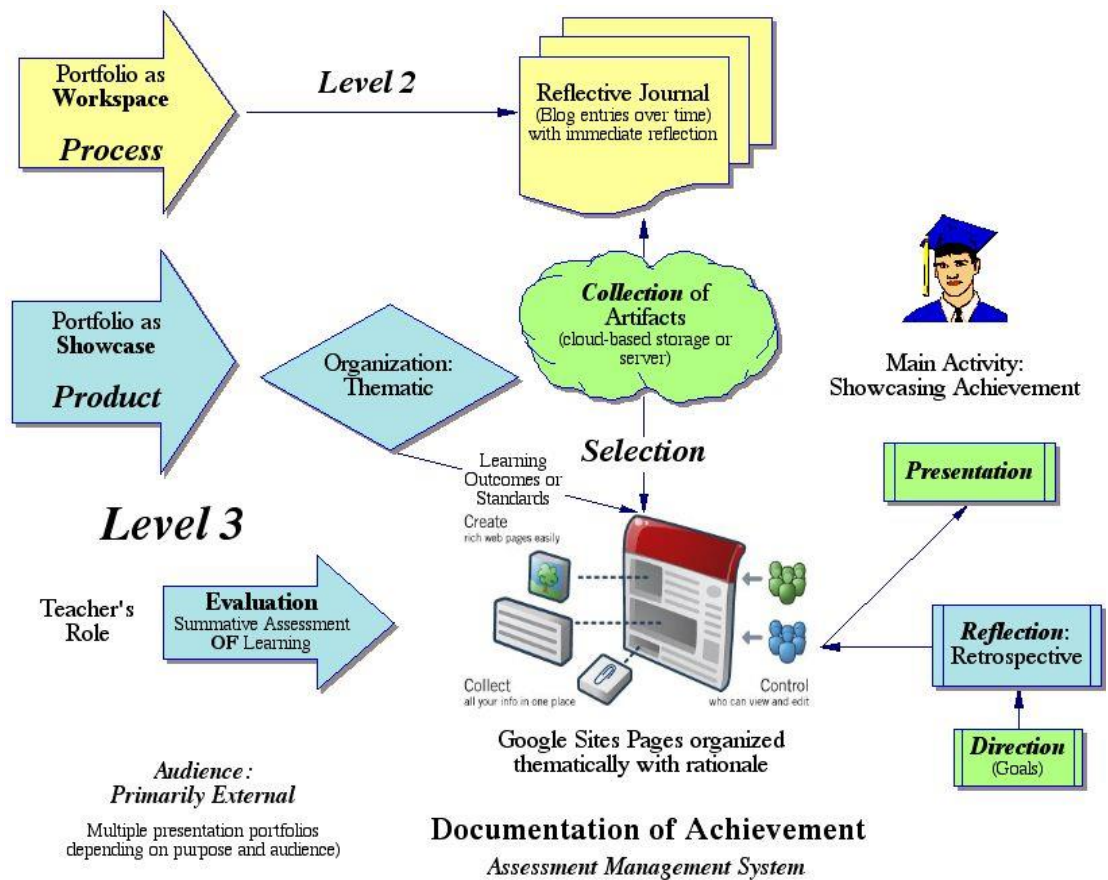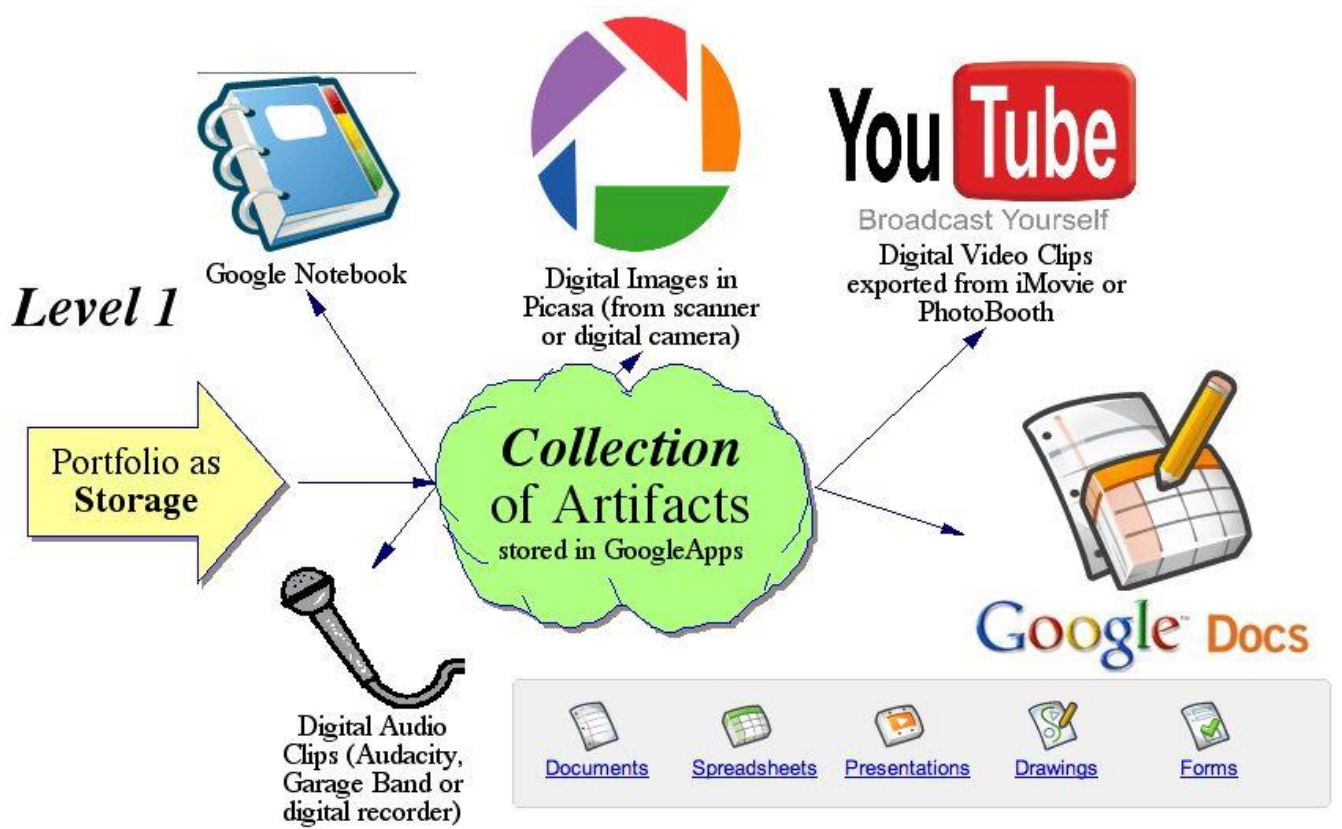# *3* Content requirements that will be placed in the portfolio.

The portfolio will be a template on am web portal. It is expected that teachers will be attending ongoing professional development to prepare all teachers. The portfolios must be reviewed as an ongoing process every year by each grade level/content teams of teachers.

<u>Phase 1:</u> The introductory page and autobiography is completed.

<u>Phase 2:</u> Each content area will have one artifact per semester (minimum) included that demonstrates Indiana Academic Standards and college and career readiness. The decision as to what content to include in the portfolio should be dependent on the purpose and audience for the portfolio. Since knowledge, reasoning, skill, product and disposition could be the focus of evidence gathering for portfolios; all forms of assessment can be included as evidence: pretests, tests and quizzes, extended-response assessments, performance assessments, documentation of the results of personal communication, student work samples, reflections, video, audio, graphs, photos, etc. However, regardless of the assessments used, perhaps the most important concept to remember is that portfolios used to show student performance growth over a specified period of time should include initial examples of student work to document baseline data, formative examples after teacher instruction, and a culminating performance piece to document growth. *You will do a minimum of one artifact per semester that is a culminating projecxt/performance for now*. WE WILL BEGIN SECOND SEMESTER 2016. Piloters are welcome. Contact Dr. B.

<u>Phase 3:</u> Student feedback/reflection on their artifacts is completed. Growth Mindset and GRIT!The portfolio will have a final assessment for the grade level/content area and meet rubric expectations. Reflection as essential element of the portfolio process is the student reflection on his or her learning and progression towards the mastery of the material documented in the portfolio. Students are missing a vital benefit of the portfolio process if they are not required to *reflect upon the quality and growth of their work*. Student identification of and reflection upon strengths and weaknesses, examples of progress, and strategies for improvement will be more meaningful and purposeful if goal-setting is part of the process. The reflection phase holds the most promise for promoting student growth and moving learning to Level 4 on Depth of Knowledge (DOK).

Content Area	Phase 1	Phase 2	Phase 3
Reading/Language Arts	***<u>All About Me</u>** Page Autobiography	**One Digital Artifact from each grade level/content to demonstrate mastery of IAS and CCR per semester (minimum)** ***Use suggested list of artifact ideas created**	Student feedback/reflection on their artifacts is completed.
Mathematics	***<u>All About Me</u>** Page Autobiography	**One Digital Artifact from each grade level/content to demonstrate mastery of IAS and CCR per semester (minimum)** ***Use suggested list of artifact ideas created**	Student feedback/reflection on their artifacts is completed.
Social Studies	***<u>All About Me</u>** Page Autobiography	**One Digital Artifact from each grade level/content to demonstrate mastery of IAS and CCR per semester (minimum)** ***Use suggested list of artifact ideas created**	Student feedback/reflection on their artifacts is completed.
Science	***<u>All About Me</u>** Page Autobiography	**One Digital Artifact from each grade level to demonstrate mastery of IAS and CCR per semester (minimum)** ***Use suggested list of artifact ideas created**	Student feedback/reflection on their artifacts is completed
Electives	***<u>All About Me</u>** Page Autobiography	**Secondary:** **One Digital Artifact from each grade level to demonstrate mastery of IAS and CCR per semester (minimum)** **Elementary: Choose one best project per school year. Encouraged to be an interdisciplinary activity.** ***Use suggested list of artifact ideas created**	Student feedback/reflection on their artifacts is completed

Level 1

Google Notebook

Digital Images in Picasa (from scanner or digital camera)

Digital Video Clips exported from iMovie or PhotoBooth

Portfolio as **Storage**

Collection of Artifacts stored in GoogleApps

Digital Audio Clips (Audacity, Garage Band or digital recorder)

Google Docs

Documents Spreadsheets Presentations Drawings Forms

Portfolio as **Workspace** *Process*

Level 2

Reflective Journal (Blog entries over time) with immediate reflection

Portfolio as **Showcase** *Product*

Organization: Thematic

Collection of Artifacts (cloud-based storage or server)

Main Activity: Showcasing Achievement

Selection

Learning Outcomes or Standards

Level 3

Teacher's Role

Evaluation Summative Assessment OF Learning

Create rich web pages easily

Collect all your info in one place

Control who can view and edit

Google Sites Pages organized thematically with rationale

Presentation

Reflection: Retrospective

Direction (Goals)

Audience: Primarily External

Multiple presentation portfolios depending on purpose and audience)

Documentation of Achievement

Assessment Management System

How many artifacts are necessary and adequate?

See above chart for specifics prior to full implementation. Full implementation will have at least one digital artifact per discipline per semester.

Will the number of artifacts required change as students advance to higher grades?

The list of artifacts will follow the above chart and will incorporate emerging technologies. Students will be given the opportunity to reflect and include artifacts that reflect evidence of learning.

How will students be included in portfolio creation?

Successful process portfolios actively engage students in their creation, especially in determining their goals, selecting work to be included, and reflecting on how each piece demonstrates progress toward their goals.

Process: What processes will be engaged in during the development of the portfolio?

One of the greatest attributes of the portfolio is its potential for focusing on the *processes* of learning. Too often in education we emphasize the products students create or the outcomes they achieve. But we do not give sufficient attention to the processes required to create those products or outcomes, the processes involved in self-diagnosis and self-improvement, or the metacognitive processes of thinking. As a result, the products or outcomes are not as good as we or the students would like because they are often unsure how to get started, how to self-diagnose or self-correct or how to determine when a piece of work is "finished."

Although a variety of processes can be developed or explored through portfolios, the focus on three of the most common include:

- selection of contents of the portfolio;

- reflection on the samples of work and processes;

- sharing the contents and processes with an audience.

Growth Portfolios: What samples might be included?	
Purpose	**Some possible inclusions**
a. to show growth or change over time	- early and later pieces of work - early and later tests/scores - rough drafts and final drafts - reflections on growth - goal-setting sheets - reflections on progress toward goal(s)
b. to help develop process skills	- samples which reflect growth of process skills - self-reflection sheets accompanying samples of work - reflection sheets from teacher or peer - identification of strengths/weaknesses - goal-setting sheets - reflections on progress towards goal(s) - see more detail below under **Process** below
c. to identify strengths/weaknesses	- samples of work reflecting specifically identified strengths and weaknesses - reflections on strengths and weaknesses of samples - goal-setting sheets - reflection on progress towards goal(s)
d. to track development of one or more products or performances	- obviously, drafts of the specific product or performance to be tracked - self-reflections on drafts - reflection sheets from teacher or peer

Showcase Portfolios: What samples might be included?	
Purpose	**Some possible inclusions**
a. to showcase end-of-year/semester accomplishments	- samples of best work - samples of earlier and later work to document progress - final tests or scores - discussion of growth over semester/year - awards or other recognition - teacher or peer comments
b. to prepare a sample of best work for employment or college admission	- cover letter - sample of work - reflection on process of creating sample of work - reflection on growth - teacher or peer comments - description of knowledge/skills work indicates
c. to showcase student perceptions of favorite, best or most important	- samples of student's favorite, best or most important work - drafts of that work to illustrate path taken to its final form - commentary on strengths/weaknesses of work - reflection on why it is favorite, best or most important - reflection on what has been learned from work - teacher or peer comments
d. to communicate a student's current aptitude	- representative sample of current work - match of work with standards accomplished - self-reflection on current aptitudes - teacher reflection on student's aptitudes - identification of future goals

Evaluation Portfolios: What samples might be included?	
Purpose	**Some possible inclusions**
a. to document achievement for grading	- samples of representative work in each subject/unit/topic to be graded - samples of work documenting level of achievement on course/grade-level goals/standards/objectives - tests/scores - rubrics/criteria used for evaluation of work (when applied) - self-reflection on how well samples indicate attainment ofcourse/grade-level goals/standards/objectives - teacher reflection of attainment of goals/standards - identification of strengths/weaknesses
b. to document progress towards standards	- list of applicable goals and standards - representative samples of work aligned with respective goals/standards - rubrics/criteria used for evaluation of work - self-reflection on how well samples indicate attainment ofcourse/grade-level goals/standards/objectives - teacher reflection of attainment of goals/standards - analysis or evidence of progress made toward standards over course of semester/year
c. to place students appropriately	- representative samples of current work - representative samples of earlier work to indicate rate of progress - classroom tests/scores - external tests/evaluations - match of work with standards accomplished - self-reflection on current aptitudes - teacher reflection on student's aptitudes - parent reflection on student's aptitudes - other professionals' reflections on student's aptitudes

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Selection of Contents:

Once again, identifying the purpose(s) for the portfolio should drive the selection process. As listed in the tables above, different samples of student work will likely be selected for different purposes. Additionally, *how* samples are selected might also differ depending on the purpose. For example, for an evaluation portfolio, the teacher might decide which samples need to be included to evaluate student progress. On the other hand, including the student in the decision-making process of determining appropriate types of samples for inclusion might be more critical for a growth portfolio to promote meaningful reflection. Finally, a showcase portfolio might be designed to include significant input from the student on which samples best highlight achievement and progress, or the teacher might primarily make those decisions.

**** *Of course, a portfolio may tell more than one story, including more than one category above.* The growth portfolio emphasizes the process of learning whereas the showcase portfolio emphasizes the products of learning. For example, a showcase portfolio might also be used for evaluation purposes, and a growth portfolio might also showcase "final" performances or products.

How might the selection take place?

There are many possible avenues for selecting which samples will be included in a portfolio. But these examples should give you a good sense of some of the choices and some of the decisions involved.

When?

- **when a sample of work is completed** -- at the point a piece of work is ready to be turned in (or once the work has been returned by the teacher) the student or teacher identifies that work for inclusion in the portfolio;

- **at periodic intervals** -- instead of selecting samples when they are completed, the samples can be stored so that selection might occur every two (three, six or nine) weeks or once (twice or three times) every quarter (trimester or semester);

- **at the end of the** ... unit, quarter, semester, year, etc.

By whom?

- **by the student** -- students are the most common selectors, particularly for portfolios that ask them to reflect on the work selected. Which work students select depends on the criteria used to choose each piece (see below).

- **by the teacher** -- teachers may be the selector, particularly when identifying best pieces of work to showcase a student's strengths or accomplishments.

- **by the student and teacher** -- sometimes portfolio selection is a joint process involving conversation and collaboration.

- **by peers** -- a student might be assigned a "portfolio partner" or "portfolio buddy" who assists the student in selecting appropriate pieces of work often as part of a joint process involving conversation and collaboration. A peer might also provide some reflection on a piece of work to be included in the portfolio.

- **by parents** -- parents might also be asked to select a piece or two for inclusion that they particularly found impressive, surprising, reflective of improvement, etc.

Based on what criteria?

- **best work** -- selection for showcase portfolios will typically focus on samples of work that illustrate students' best performance in designated areas or the culmination of progress made

- **evidence of growth** -- selection for growth portfolios will focus on identifying samples of work and work processes (e.g., drafts, notes) that best capture progress shown on designated tasks, processes or acquisition of knowledge and skills. For example, students might be asked to choose

    o   samples of earlier and later work highlighting some skill or content area

    o   samples of rough drafts and final drafts

    o   work that traces the development of a particular product or performance

    o   samples of work reflecting specifically identified strengths and weaknesses

- **evidence of achievement** -- particularly for showcase and evaluation portfolios, selection might focus on samples of work that illustrate current levels of competence in designated areas or particular exemplars of quality work

- **evidence of standards met** -- similarly, selection could focus on samples of work that illustrate how successfully students have met certain standards

- **favorite/most important piece** -- to help develop recognition of the value of the work completed and to foster pride in that work, selection might focus on samples to which students or parents or others find a connection or with which they are particularly enamored

- **one or more of the above** -- a portfolio can include samples of work for multiple reasons and, thus, more than one of the above criteria (or others) could be used for selecting samples to be included

4 Reviewer process for assessing the portfolios.

Now that you know the content that will be required in the portfolio…

Who will review the portfolios and how will the assessment be done?

Teachers will be assessing submissions as they are placed into the portfolio.

Tracking of review process to be turned into the building principals will include roster checklists and rubric scores, as well as the signature page of the teacher.

How will the portfolio be used for student evaluation?

The purpose of evaluation is to demonstrate growth. The teacher will want to make judgments about the evidence of progress periodically and provide feedback to students. The student could also self-assess progress shown or not shown, goals met or not met. On a larger scale, an evaluation of the contents within the portfolio may be conducted by the teacher, by peers, or external evaluators for the purpose of judging completion of standards or other requirements. Regardless of the purpose, however, the criteria must be fully and carefully defined and transparent to all. This is usually best done through the use of a rubric. Giving students a voice in defining success criteria gives them ownership in the process. There are three possible levels of assessments within the portfolio evaluation process:
• the work samples selected
• student reflections on the work samples
• the portfolio itself
Again, it is essential to have clearly articulated the criteria at each of these levels.

Work Samples:
It is important to establish criteria that would commonly be used to define quality performances within a content or skill area. Each of these criteria should be clearly outlined and explained to students so they understand the component parts that indicate mastery. In order to ensure that the portfolio assessment process does not become overwhelming, it is important to assess the individual samples prior to their inclusion in the portfolio. Each work sample included in the portfolio may be assessed using similar types of performance-based assessment tools--checklists, rating scales, or rubrics.

Student Self-Reflection: (Growth and Perseverance - GRIT)

The set of criteria on which student reflections will be assessed should support students as they reflect on both the processes and products of their learning. Criteria might include:
• thoroughness of analysis-inclusion of details and evidence
• honesty of assessment
• self-understanding/revelation
• evaluation of personal goals
• statement of future goals
• personal voice
• quality of writing
Each reflection piece included in the portfolio may be assessed using similar types of performance-based assessment tools—checklists, rating scales, or rubrics.

5 Determine rubrics to be used for assessing the portfolios.

What kinds of assessment rubrics will be needed?

Assessment rubrics will be needed for individual artifacts that are projects or performances included in the portfolio. The individual assessments need to be created and maintained by the individual teachers that initiate the artifact. Rubrics should reflect the Indiana Academic Standards and College and Career Readiness.

Reflection:

Reflection sheets

Probably the most common portfolio reflection task is the completion of a sheet to be attached to the sample (or samples) of work which the reflection is addressing. The possibilities for reflection questions or prompts are endless, but some examples I have seen include

Selection questions/prompts

- Why did you select this piece?

- Why should this sample be included in your portfolio?

- How does this sample meet the criteria for selection for your portfolio?

- I chose this piece because ....

Growth questions/prompts

- What are the strengths of this work? Weaknesses?

- What would you work on more if you had additional time?

- How has your _____ (e.g., writing) changed since last year?

- What do you know about _____ (e.g., the scientific method) that you did not know at the beginning of the year (or semester, etc.)?

- Looking at (or thinking about) an earlier piece of similar work, how does this new piece of work compare? How is it better or worse? Where can you see progress or improvement?

- How did you get "stuck" working on this task? How did you get "unstuck"?

- One skill I could not perform very well but now I can is ....

- From reviewing this piece I learned ....

Goal-setting questions/prompts

- What is one thing you can improve upon in this piece?

- What is a realistic goal for the end of the quarter (semester, year)?

- What is one way you will try to improve your ____ (e.g., writing)?

- One thing I still need to work on is ....

- I will work toward my goal by ....

Evaluation questions/prompts

- If you were a teacher and grading your work, what grade would you give it and why?

- Using the appropriate rubric, give yourself a score and justify it with specific traits from the rubric.

- What do you like or not like about this piece of work?

- I like this piece of work because ....

Effort questions/prompts

- How much time did you spend on this product/performance?

- The work would have been better if I had spent more time on ....

- I am pleased that I put significant effort into ....

Overall portfolio questions/prompts

- What would you like your _____ (e.g., parents) to know about or see in your portfolio?

- What does the portfolio as a whole reveal about you as a learner (writer, thinker, etc.)?

- A feature of this portfolio I particularly like is ....

- In this portfolio I see evidence of ....

As mentioned above, students (or others) can respond to such questions or prompts when a piece of work is completed, while a work is in progress or at periodic intervals after the work has been collected. Furthermore, these questions or prompts can be answered by the student, the teacher, parents, peers or anyone else in any combination that best serves the purposes of the portfolio.

6 Establish the portfolio organizational framework to be used when building the portfolios.

Now that the assessment rubrics have been developed…

> *What kind of organization system will be used to generate the portfolios?*

Students will organize their work in documents, spreadsheets, slide show presentations, images, or recordings that would be saved in their grade level portfolio folder. Students would have the opportunity to add hyperlinks and other suggested artifacts to their same folders. For this initiative to be a success, students would take ownership by reflecting on their learning as well as engaged in their own success.

Artifacts will be uploaded to the digital portfolio web portal.

The Technology Professional Development Coordinator and Technology Department will assist in artifact uploading. Primary student portfolios will require assistance. Intermediate through high school can self-manage portfolios with assistance.

The portfolios will be presented to peers, parents, and/or college and career recruiters by the student.

7 Storage of the portfolio.

How will the student portfolios be stored?

Each student's files will be in a folder accessed by their login.

A web portal will be used and accessed by student login.

The Technology Professional Development Coordinator and Technology Department will assist with uploading artifacts.

8 Implement the portfolio generation and assessment process in your school.

The first phase can be accomplished as soon a professional development with the portfolio template/web portal is learned. Artifacts are generated in the curriculum as they are taught and assessed. The Technology Professional Development Coordinator and Technology Department will assist with artifact uploads.

How and when will the portfolio be shared with pertinent audiences?

Portfolios are meant to be shared. The samples, reflections and other content invite others to observe and celebrate students' growth and accomplishments. Students should be the ones telling their stories. In doing so, they take ownership and are active participants in the process that led to their growth and achievement. Of course, deciding how to tell the story will be influenced by the intended audience.

Encourage or require students to share their work with a larger audience through the Web

Audiences beyond the classroom, school and family

An external audience for student work can serve to motivate students to give more attention to and take more seriously their performance. First, it may give more legitimacy to assigned work. If the work is to be externally reviewed, it suggests that it is not simply "busy work" that provides a grade but that it is something authentic valued outside the walls of the classroom. Second, some students may take more care in their work when they believe a new, different, and perhaps expert audience will be viewing it.

To extend the audience beyond the classroom, school and family, teachers have adopted a variety of approaches, including

- expanding the audience at Portfolio Nights to include a larger community, perhaps even authors, or scientists or other professionals relevant to the work in the portfolio;

- inviting professionals or experts in a particular field to come listen to presentations of the portfolios;

- inviting professionals or experts to serve as one of the reviewers or evaluators of the portfolios;

- encourage or require students to share their work with a larger audience through the Web or other media. Publishing on the Web also allows students to solicit comments or questions.

9 Teacher Evaluation

A portfolio will be used for teacher performance through evidence of student growth. Portfolio assessment has the potential to improve the complex task of student assessment making it possible to document the unfolding process of teaching and learning over time.

A successful portfolio assessment that provides evidence of student growth for the purposes of teacher evaluation—
• Includes clearly defined student learning goals/objectives
• Is ongoing rather than representative of a single point in time
• Allows a window into process as well as products
• Provides opportunities for students to revisit and revise, guided by evaluation criteria
• Allows for diverse means of demonstrating competency
• Serves as a demonstration of student strengths
• Includes student reflection, decision-making and goal setting
• Provides tangible evidence of student's knowledge, skill, abilities and growth
• Involves student choice
• Provides a means for each student to demonstrate competency through a variety of artifacts including audio, video, essays, letters, journals, self-assessments, reflections, drawings, graphs, etc.)
• Includes an audience
• Allows students the opportunity to communicate, present and discuss their learning with teachers, parents, community, college and career recruiters, and/or experts

*Teachers will be assessing submissions as they are placed into the portfolio.
*Tracking of review process to be turned into the building principals will include roster checklists and rubric scores, as well as the signature page of the teacher.
Student Achievement and Growth
The overall determination for Student Achievement and Growth will be determined for all teachers, principals, and superintendent are as follows:

Certified	State Assessment Teachers	Non-State Assessment Teachers and Counselors	Administrators
	Instructional Practice = 80% Indiana Growth Model (IGM) = 8% College and Career Ready (CCR) Portfolio = 7% School Report Card = 5%	Instructional Practice = 80% College and Career Ready (CCR) Portfolio = 15% School Report Card = 5%	Instructional Practice = 80% Average Portfolio Score of Teachers = 15%: 3.5 - 4.0 = 4 3.0 - 3.49 = 3 2.0 - 2.99 =2 1.0 – 1.99 =1 0 - .99 = Negative Impact School Report Card = 5%

10 Rubric Resources

Rubrics

RUBISTAR
Create Rubrics for your Project-Based Learning Activities
http://rubistar.4teachers.org/index.php
This user friendly website allows a teacher to quickly create rubrics for all subject areas.

PBL Assessments

Growth Mindset and Take Ownership Over One's Learning:
Link to HS Agency
Rubic: http://www.newtechnetwork.org/services/resources/new-tech-network-high-school-agency-rubric
Link to MS Agency
Rubric: http://www.newtechnetwork.org/services/resources/new-tech-network-middle-school-agency-rubric
Link to ES Agency
Rubric: http://www.newtechnetwork.org/services/resources/new-tech-network-elementary-school-agency-rubric

Growth Mindset
http://hobart.schoolwires.com/Page/9045

GRIT
http://hobart.schoolwires.com/Page/9044

Overall Digital Portfolio Rubric (inside of web portal)

Criteria	Unsatisfactory 1	Emerging 2	Proficient 3	Exemplary 4	Rating
Selection of Artifacts	The artifacts and work samples do not relate to the purpose of the digital portfolio.	Some of the artifacts and work samples are related to the purpose of the digital portfolio.	Most artifacts and work samples are related to the purpose of the digital portfolio.	All artifacts and work samples are clearly and directly related to the purpose of the digital portfolio.	
Descriptive Text	No artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	
Reflective Commentary **(This does not have to be in the digital portfolio. These can be separate pieces.)**	The reflections do not explain growth or include goals for continued learning.	A few of the reflections explain growth and include goals for continued learning.	Most of the reflections explain growth and include goals for continued learning.	All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).	
	The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	